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ABSTRACT

The Schools and Staffing Survey (SASS) is the most extensive survey of elementary and secondary schools in the United States and the teachers and administrators who staff them. Sponsored by the National Center for Education Statistics, SASS has been conducted four times. This report introduces the data from the 1999-2000 SASS. The SASS for 1999-2000 covered four school sectors, each of which is covered in a section of the report: traditional public, private, public charter, and Bureau of Indian Affairs. The SASS design features parallel questionnaires for districts, schools, principals, teachers, and school library media centers. In 1999-2000, interviews were obtained from approximately 4,700 school districts, 12,000 schools, 12,300 principals, 52,400 teachers, and 9,900 school library media centers. Data are presented in a series of tables for each component. Some selected findings are presented with reference to school safety, class size, school programs, teacher salaries, prior teaching experience of principals, professional development, and school library media specialists. Seven appendixes provide supporting information, including standard error tables and technical notes. (Contains 136 tables and 24 references.) (SLD)

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Schools and Staffing Survey, 1999–2000:

Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools

U.S. Department of Education
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Schools and Staffing Survey, 1999–2000:

Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools

E.D. Tabs

May 2002

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Introduction

The Schools and Staffing Survey (SASS) is the nation's most extensive survey of elementary and secondary schools and the teachers and administrators who staff them. Sponsored by the National Center for Education Statistics (NCES), SASS has been conducted four times: in school years 1987–88, 1990–91, 1993–94, and 1999–2000. This report introduces the data from the 1999–2000 SASS.

The 1999–2000 SASS covered four school sectors: traditional public, private, public charter, and Bureau of Indian Affairs (BIA). **Traditional public schools** are the subset of all public schools in the United States except public charter schools. Traditional public schools are defined as institutions that provide educational services for at least one of grades 1–12 (or comparable ungraded levels), have one or more teachers to give instruction, are located in one or more buildings, receive public funds as primary support, and are operated by an education agency. They include regular, special education, vocational/technical, and alternative schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs-funded schools operated by local public school districts. Traditional public schools do not include public charter schools. **Private schools** are schools not in the public system that provide instruction for any of grades 1–12 (or comparable ungraded levels). The instruction must be given in a building that is not used primarily as a private home. **Public charter schools** are public schools that, in accordance with an enabling state statute, have been granted a charter exempting them from selected state or local rules and regulations. **BIA schools** are schools funded by the Bureau of Indian Affairs, but may be operated by a local tribe, a local school district, or as a public charter school.

The traditional public school data come from a sample of schools on the 1997–98 Common Core of Data (CCD) that was selected to be representative at the national and state levels. The private school data come from a sample based on the 1997–98 Private School Survey (PSS), updated with more current information from 1998–99 private school association lists (Broughman and Colaciello 1999), that was selected to be representative at the national and affiliation[1] levels. Data on public charter schools include the universe of public charter schools that were open during the 1998–99 school year and were based upon a list provided by the U.S. Department of Education's Office of Educational Research and Improvement (OERI) as described in *The State of Charter Schools 2000* (2000). The BIA school population frame was the *1997–98 Office of Indian Education Programs: Education Directory* (Bureau of Indian Affairs 1998) list of schools that were operating in school year 1997–98. The data were collected in school year 1999–2000, using the most current frames available for sampling. In all cases, schools had to be open in 1999–2000 to be included in the 1999–2000 SASS.

Once schools were selected, the public school districts associated with the selected traditional public schools were included in the sample, as were the school principals. School library media centers were included for the traditional public, private, and BIA sectors. Each selected school was asked to provide a list of its teachers and teacher assignments. These lists made up the teacher sampling frame.

The SASS design features parallel questionnaires for districts, schools, principals, teachers, and school library media centers, facilitating collection of complementary data sets that provide policymakers, researchers, educators, and the general public with a broad range of information on the condition of schools and staffing in the United States. In 1999–2000, interviews were obtained from approximately 4,700 school districts, 12,000 schools, 12,300 principals, 52,400 teachers, and 9,900 school library media centers.

[1] SASS uses 20 affiliation categories, into which all private schools are divided based on religious orientation and association membership. See appendix B, page 199, for a list of the affiliation categories.

Selected Findings

This report is intended to give the reader an overview of the SASS data for school year 1999–2000 through tables of estimates for traditional public, private, public charter, and BIA schools and their staff. Altogether, these 60 tables present a synopsis of the types of information that can be produced with the data. Comparisons across different types of schools, such as community type, region, school level, and school enrollment, are also possible within each sector. Selected findings, with comparisons tested and found significant at the .05 level, are described below. Details of the statistical tests used are presented in appendix B on page 217.

School Safety

Teachers' perceptions of school safety across all school levels tended to differ by sector. Private school teachers were less likely than teachers in other sectors to report being threatened with injury in the past 12 months. Among private school teachers, 3.9 percent reported injury threats, compared with 9.6 percent of traditional public school teachers (tables 2.15 and 1.17, respectively). Teachers in public charter schools (10.8 percent) and BIA schools (12.6 percent) were most likely to report being threatened with injury (tables 3.14 and 4.12, respectively).

Private school teachers were also less likely than teachers in other sectors to report physical conflicts among students as a serious problem in their school. Just 1.0 percent of private school teachers reported that physical conflicts among students were a serious problem in their school, compared with 4.8 percent of both traditional public school and public charter school teachers. BIA school teachers were more likely than teachers in other sectors to report physical conflicts among students as a serious problem: 11.7 percent of BIA school teachers reported such conflicts as a serious problem.

Among traditional public school teachers, reports of being threatened with injury varied by community type.[2] Teachers in central city schools were more likely to report threats of injury in the past 12 months than teachers in urban fringe/large town schools and teachers in rural/small town schools. In central city traditional public schools, 13.5 percent of teachers reported injury threats. In urban fringe/large town schools, 7.9 percent of teachers reported injury threats. In rural/small town schools, 8.6 percent of teachers reported injury threats.

Central city traditional public school teachers were also more likely than other traditional public school teachers to report physical conflicts among students as a serious problem. In central city traditional public schools, 9.4 percent of teachers reported conflicts as a serious problem, compared with 3.3 percent of teachers in urban fringe/large town traditional public schools and 2.7 percent of teachers in rural/small town traditional public schools.

Schools' use of various security measures varied by sector. BIA schools were the most likely to use video surveillance of students, at 22.0 percent, followed by 14.9 percent of traditional public schools, 11.9 percent of public charter schools, and 8.1 percent of private schools (tables 4.05, 1.08, 3.07, and 2.07, respectively).

Class Size

As reported by teachers, average class size for self-contained[3] classes tended to be somewhat larger in traditional public and public charter elementary schools than in private and BIA elementary schools.

[2] Community type is a three-level categorization based on the eight-level U.S. Census Bureau definition of locale. A central city school is a school located in a large or midsize central city. An urban fringe/large town school is a school located in the urban fringe of a large or midsize city, in a large town, or in a rural area within an urbanized metropolitan area. A rural/small town school is a school located in a small town or rural setting.

[3] SASS teacher questionnaires define teachers in self-contained classes as teachers who teach multiple subjects to the same class of students all or most of the day.

Teachers in self-contained classes in traditional public elementary schools and public charter elementary schools averaged 21.2 students and 21.4 students per class, respectively (tables 1.16 and 3.13, respectively). In private elementary schools, teachers in self-contained classes averaged 20.3 students (table 2.14). In BIA elementary schools, self-contained classes were even smaller, with an average of 18.0 students (table 4.11).

Class size for departmentalized[4] instruction in secondary schools also differed by sector. In traditional public and public charter secondary school classes with departmentalized instruction, teachers averaged 23.4 students and 23.7 students per class, respectively. In private secondary school classes with departmentalized instruction, teachers averaged 20.3 students. BIA secondary school classes with departmentalized instruction were even smaller. These teachers had classes that averaged 16.5 students.

Within the private sector, there were differences in class size across the three major types[5] of private schools—Catholic, other religious, and nonsectarian—at all school levels. Teachers in Catholic schools tended to have larger classes than did teachers in other religious and nonsectarian private schools. Teachers in self-contained classes in Catholic elementary schools averaged 23.8 students, compared with 17.3 students for teachers in other religious private schools and 17.2 students for teachers in nonsectarian private schools. At the secondary level, Catholic school teachers in departmentalized instruction classes averaged 23.3 students, compared with 17.0 students in other religious schools and 11.4 students in nonsectarian schools.

Programs in Elementary Schools

At least 40 percent of elementary schools in all sectors reported offering students extended day, before-school, or after-school daycare programs. Private and public charter elementary schools were the most likely to offer such programs. An estimated 65.1 percent of private schools and 62.9 percent of public charter schools offered such programs, compared with 46.5 percent of traditional public elementary schools, and 40.3 percent of BIA elementary schools (tables 2.04, 3.04, 1.05, and 4.02, respectively).

Public charter elementary schools were more likely than elementary schools in other sectors to provide programs with special instructional approaches, such as Montessori, self-paced instruction, and ungraded classrooms. Programs with special instructional approaches were offered in 51.9 percent of public charter elementary schools, compared with 32.8 percent of BIA elementary schools, 17.3 percent of traditional public elementary schools, and 20.0 percent of private elementary schools.

Talented/gifted programs were more prevalent in traditional public and BIA elementary schools than in public charter and private elementary schools. Among BIA elementary schools, 84.0 percent provided talented/gifted programs, compared with 71.8 percent of traditional public elementary schools, 32.8 percent of public charter elementary schools, and 15.9 percent of private elementary schools.

Programs in Secondary and Combined Schools

Traditional public secondary and combined[6] schools were more likely to offer Advanced Placement (AP) courses than were private, public charter, and BIA secondary and combined schools. Among secondary and combined schools, an estimated 51.2 percent of traditional public schools offered these courses, compared with 35.7 percent of private schools, 30.5 percent of public charter schools, and 25.9 percent of BIA schools (tables 1.06, 2.05, 3.05, and 4.03, respectively).

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[4] SASS teacher questionnaires define teachers in departmentalized instruction as teachers who teach subject matter courses (e.g., biology, history, keyboarding) to several classes of different students all or most of the day.

[5] NCES typology is a nine-level categorization into which schools are divided based on religious orientation, association membership, and program emphasis. See appendix D, page 233, for details.

[6] A combined school (or school with combined grades) has one or more of grades K–6 (elementary) and one or more of grades 9–12 (secondary); for example, schools with grades K–12, 6–12, 6–9, or 1–12 are classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

Among private secondary and combined schools, availability of AP courses varied by type, with Catholic schools much more likely than other types of private schools to provide such courses. Compared with 29.3 percent of other religious secondary and combined schools and 28.4 percent of nonsectarian private secondary and combined schools, 77.8 percent of Catholic secondary and combined schools offered AP courses.

The presence of programs for talented/gifted students in secondary and combined schools varied by sector, with BIA secondary and combined schools the most likely to offer such programs. An estimated 94.4 percent of BIA secondary and combined schools offered such programs, compared with 60.3 percent of traditional public secondary and combined schools, 31.3 percent of public charter secondary and combined schools, and 21.4 percent of private secondary and combined schools.

Teacher Salary Schedules

Public school districts were most likely to use a salary schedule to determine base salaries for teachers, compared to private and public charter schools. An estimated 96.3 percent of public school districts used a salary schedule (table 1.02). This contrasts with 65.9 percent of private schools and 62.2 percent of public charter schools (tables 2.02 and 3.02, respectively). (Data on salary schedules are not available for BIA-funded schools that completed the Public School Questionnaire.)

Of those schools or districts using a salary schedule, public charter schools offered the highest base salary for teachers with a bachelor's degree and no experience. The average starting salary for teachers with no experience in public charter schools that used a salary schedule was $26,977, compared with $25,888 for public school districts. Private schools offered the lowest base salary, with teachers with a bachelor's degree and no experience earning $20,302 annually.

Among public school districts with a salary schedule, Alaska, District of Columbia, New Jersey, and New York offered the highest starting salaries for teachers with a bachelor's degree and no experience, with a starting salary of $31,016 or above. Idaho, Montana, Nebraska, North Dakota, and South Dakota offered the lowest salaries for these teachers, with a starting salary of $21,396 or below.

For public charter schools with a salary schedule, there were differences among schools based on school origin—that is, by whether the schools originated from pre-existing public schools, originated from pre-existing private schools, or were newly created as public charter schools. The average base salary for teachers with a bachelor's degree and no experience was $28,754 in pre-existing traditional public schools, compared with $26,662 in newly created public charter schools and $24,804 in public charter schools originating from pre-existing private schools.

Of those schools or districts using a salary schedule, public school districts offered the highest base salary for teachers at the highest step on the salary schedule. Teachers at the highest step of the salary schedule in public school districts earned an average base salary of $48,728 annually. Teachers at the highest step of the salary schedule in public charter schools earned an average base salary of $46,314. Private schools offered the lowest average base salary for teachers at the highest step, $34,348.

Among public school districts with a salary schedule, Alaska, Connecticut, District of Columbia, New Jersey, New York, and Pennsylvania offered the highest starting salaries for teachers with at the highest step, with a base salary of $59,948 or above. North Dakota and South Dakota offered the lowest salaries for these teachers, with a base salary of less than $34,000.

Prior Teaching Experience of Principals

The vast majority of principals at all school levels had served as teachers prior to becoming principals. Principals in traditional public and BIA schools were more likely than their counterparts in private and public charter schools to have had teaching experience. In traditional public schools, 99.3 percent of principals had been teachers, and in BIA schools, 98.7 percent of principals had been teachers (tables

1.11 and 4.07, respectively). In private and public charter schools, 87.4 percent and 89.3 percent, respectively, of principals had been teachers (tables 2.10 and 3.09, respectively).

Among private school principals, there were differences across types of private schools. In Catholic schools, 98.6 percent of principals had been teachers, compared with 79.4 percent of principals in other religious schools and 89.5 percent of principals in nonsectarian schools.

Among principals of public charter schools, there was variation by school origin. Public charter schools that were previously traditional public schools were the most likely to have a principal with teaching experience, with 96.8 percent of principals of pre-existing traditional public schools reporting experience as a teacher. This compares with 88.9 percent of public charter school principals of pre-existing private schools and 87.7 percent of principals of newly created public charter schools.

Professional Development

Across all sectors, more than 40 percent of full-time teachers reported participating in professional development activities that focused on in-depth study of content in their main teaching field in the last 12 months. Among full-time traditional public school teachers, 59.3 percent participated in such professional development activities, compared with 55.2 percent of full-time public charter school teachers and 43.1 percent of full-time private school teachers (tables 1.14, 3.11, and 2. 12, respectively). An estimated 55.8 percent of full-time BIA school teachers participated in such professional development activities in the last 12 months (table 4.09).

Full-time traditional public school teachers were more likely than full-time teachers in other sectors to participate in professional development activities on the uses of computers for instruction. An estimated 70.7 percent of full-time teachers in traditional public schools participated in such professional development activities. This contrasts with 62.2 percent of full-time teachers in BIA schools, 56.9 percent of full-time teachers in public charter schools, and 52.1 percent of full-time teachers in private schools.

School Library Media Specialists

Library media centers in traditional public schools were most likely to report having at least one paid state-certified library media specialist. Among library media centers in traditional public schools, 75.2 percent reported having a paid state-certified library media specialist, compared with 57.9 percent of library media centers in BIA schools, 23.5 percent of library media centers in public charter schools, and 20.2 percent of library media centers in private schools. (tables 1.09, 4.06, 3.08, and 2.08, respectively).

Within the traditional public and the private school sectors, reports of having a paid state-certified library media specialist differed by school enrollment. In traditional public schools with less than 100 students, 61.5 percent of library media centers reported having a paid state-certified library media specialist, compared with 89.5 percent in traditional public schools with 1,000 students or more. In private schools with less than 100 students, 4.8 percent reported having a paid state-certified media specialist, compared with 80.4 percent in private schools with 1,000 students or more.

Organization of This Report

The body of this report is composed of tables providing an initial overview of data from the 1999–2000 SASS. The tables are organized by the four school sectors that were surveyed: traditional public schools, private schools, public charter schools, and BIA schools.

The first section presents descriptive data on public school districts and traditional public schools, the principals and teachers who work in them, and traditional public school library media centers. Traditional public school data are presented by state and, in some cases, by Census geographic region, com-

munity type (central city, urban fringe/large town, rural/small town), school level (elementary, secondary, combined), and student enrollment.

The second section presents data on private schools, principals, teachers, and school library media centers. Private school data are presented by private school affiliation, by NCES typology, and sometimes by Census geographic region, community type, school level, and student enrollment.

The third section presents data for public charter schools. Public charter school data are reported by geographic region, community type, school level, student enrollment, and school origin (newly created or pre-existing as a traditional public or private school).

The fourth section reports data for all schools funded by the BIA. (See appendix B, page 200, for a description of the BIA school population.) BIA school data are reported by geographic region, community type, school level, and student enrollment.

Finally, seven appendixes provide supporting information. Standard error tables for every table included in this report are located in appendix A. Although the data on public charter and BIA schools are from the universes of these schools, the estimates still have standard errors due to nonresponse weighting adjustments. Technical notes are located in appendix B. The technical notes include overviews of the survey content, target populations and estimates, sample design and implementation, data collection procedures, response rates, imputation procedures, and weighting. Appendix C includes a table of estimates and a table of standard errors for respondents to the SASS Indian questionnaires. The results parallel those of table 4.01 in the BIA section, but exclude respondents who, although listed in the BIA Education Directory (Bureau of Indian Affairs 1998), completed traditional public or public charter questionnaires. The glossary, which is located in appendix D, defines the terminology used in this report. Appendix E provides a crosswalk of table numbers to facilitate comparisons of topics across sectors. The content framework for the 1999–2000 SASS is located in appendix F. Lastly, information on how to find additional resources about SASS is located in appendix G.

Section I: Public Schools in the United States

This section presents data on traditional public schools, traditional public school teachers, traditional public school principals, public school districts, and traditional public school library media centers from the 1999–2000 Schools and Staffing Survey (SASS). The SASS sample data have been weighted to represent the 83,725 traditional public schools, 14,505 public school districts, 82,802 traditional public school principals, 2,984,781 traditional public school teachers (table 1.01), and 76,807 traditional public school library media centers in the United States (table 1.09).

Traditional public schools are the subset of all public schools in the United States except public charter schools. These public schools are defined as an institution that: (1) provided educational services for at least one of grades 1–12 (or comparable ungraded levels), (2) had one or more teachers to give instruction, (3) was located in one or more buildings, (4) received public funds as primary support, and (5) was operated by an education agency. They include regular, special education, vocational/technical, and alternative schools. Schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs (BIA)-funded schools operated by local public school districts were included. Public charter schools were not included in the public school frame for sampling because the entire population of public charter schools that were open during the 1998–99 school year and still open for the 1999–2000 school year was surveyed. Public charter schools are reported separately in section III. A small number of BIA schools that are in the public school frame are included in both the traditional public school tables in this section and again in the BIA school tables in section IV. A public school district was defined as a government agency that employed elementary or secondary level teachers and was administratively responsible for providing public elementary and/or secondary instruction and educational support services. The traditional public school sampling frame was based on the 1997–98 Common Core of Data (CCD). See the technical notes in appendix B for a more detailed description of the population frame and response rates.

Table 1.01.—Total number of public school districts, schools, principals, teachers, and students, by state: 1999–2000

State	Districts	Schools	Principals	Teachers*	Students
50 States and DC	14,505	83,725	82,802	2,984,781	45,099,506
Alabama	131	1,329	1,329	50,605	743,578
Alaska	53	467	451	8,248	124,466
Arizona	213	1,170	1,165	46,023	801,451
Arkansas	311	1,096	1,090	30,410	426,820
California	1,025	8,011	8,044	276,677	5,622,019
Colorado	178	1,411	1,402	41,327	665,060
Connecticut	172	1,009	996	41,971	533,359
Delaware	19	161	158	7,422	115,081
District of Columbia	1	158	157	5,512	71,908
Florida	72	2,599	2,553	127,879	2,213,528
Georgia	183	1,737	1,737	86,879	1,256,535
Hawaii	1	247	247	12,032	193,994
Idaho	111	622	582	14,447	234,042
Illinois	927	3,963	3,924	136,938	1,976,017
Indiana	281	1,806	1,799	61,184	938,901
Iowa	377	1,486	1,485	38,116	491,785
Kansas	304	1,394	1,397	33,968	436,413
Kentucky	179	1,320	1,310	42,879	635,205
Louisiana	68	1,428	1,415	50,642	751,071
Maine	234	709	708	17,536	213,691
Maryland	24	1,262	1,263	54,583	841,594
Massachusetts	327	1,716	1,713	77,281	939,366
Michigan	576	3,413	3,306	98,082	1,668,849
Minnesota	385	1,661	1,581	57,534	828,889
Mississippi	156	933	919	33,060	504,465
Missouri	527	1,997	1,968	64,094	845,628
Montana	422	880	745	11,937	149,179
Nebraska	580	1,193	1,168	23,119	277,013
Nevada	17	442	439	17,245	298,423
New Hampshire	165	453	443	14,985	201,959
New Jersey	582	2,236	2,250	97,878	1,205,332
New Mexico	89	710	699	21,167	317,193
New York	732	4,090	4,066	208,313	2,835,022
North Carolina	122	2,014	2,009	85,235	1,221,956
North Dakota	239	556	551	9,252	110,808
Ohio	637	3,697	3,629	123,129	1,855,056
Oklahoma	533	1,819	1,815	45,830	609,855
Oregon	200	1,154	1,160	28,584	508,694
Pennsylvania	584	3,111	3,100	126,471	1,855,114
Rhode Island	37	293	286	11,564	149,446
South Carolina	92	1,068	1,054	43,721	645,642
South Dakota	195	778	745	11,708	139,652
Tennessee	138	1,534	1,524	58,296	916,366
Texas	1,042	6,649	6,566	265,247	3,745,518
Utah	40	742	722	23,346	479,699
Vermont	247	332	323	9,186	103,942
Virginia	149	1,726	1,725	80,987	1,110,037
Washington	293	1,996	1,953	54,816	1,033,653
West Virginia	56	805	803	22,571	300,957
Wisconsin	426	1,947	1,931	67,015	863,584
Wyoming	49	397	396	7,848	91,688

* The number of teachers is a headcount.

NOTE: These estimates are for traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. The estimated number of principals may be different than the estimated number of schools due to weighting. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "School District Survey," "Public School Survey," "Public School Principal Survey," and "Public School Teacher Survey."

Table 1.02.—Percentage of public school districts with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience for public school districts with a salary schedule, by state: 1999–2000

State	Percentage of districts with a salary schedule	Bachelor's degree and no experience	Master's degree and no experience	Master's degree plus 30 credits and no experience	Master's degree and 20 years experience	Highest step on salary schedule
50 States and DC	96.3	$25,888	$28,285	$29,812	$44,006	$48,728
Alabama	100.0	28,373	32,672	34,387	38,817	45,522
Alaska	100.0	33,146	37,133	39,387	55,288	60,672
Arizona	98.4	23,815	26,383	28,171	36,347	42,843
Arkansas	100.0	22,648	25,269	25,924	34,143	35,925
California	99.9	29,601	31,652	33,880	48,571	56,028
Colorado	100.0	24,037	26,660	28,279	38,876	46,188
Connecticut	100.0	30,092	32,149	34,211	55,771	61,918
Delaware	100.0	26,761	30,490	33,247	49,927	57,519
District of Columbia	100.0	31,050	33,120	34,155	53,965	60,888
Florida	100.0	24,743	27,100	27,582	40,399	46,027
Georgia	97.0	27,511	31,571	32,641	46,161	57,704
Hawaii	100.0	29,204	31,403	31,403	42,799	58,167
Idaho	100.0	21,396	24,165	26,353	37,304	42,329
Illinois	99.7	25,032	27,411	28,949	43,497	49,417
Indiana	99.4	26,774	28,554	29,619	48,455	50,413
Iowa	100.0	22,001	23,791	25,855	36,696	39,378
Kansas	97.1	25,102	27,307	28,828	36,186	41,194
Kentucky	99.4	24,691	27,914	31,036	38,718	43,492
Louisiana	100.0	24,149	24,627	24,735	33,800	37,818
Maine	99.2	22,162	24,158	25,031	40,996	43,210
Maryland	100.0	28,648	30,816	31,484	48,511	56,233
Massachusetts	100.0	28,839	31,314	33,626	51,946	57,175
Michigan	98.7	28,999	31,744	33,899	53,485	57,288
Minnesota	100.0	25,437	28,585	30,155	43,643	46,877
Mississippi	100.0	23,961	25,153	25,838	35,927	44,552
Missouri	100.0	22,330	24,681	26,204	33,064	37,022
Montana	79.2	19,435	21,940	22,890	35,538	37,707
Nebraska	56.9	20,545	24,483	26,336	34,435	36,838
Nevada	100.0	27,082	31,522	33,957	48,969	52,696
New Hampshire	97.9	24,405	26,864	29,398	44,126	46,449
New Jersey	99.5	32,057	34,844	36,756	59,550	66,469
New Mexico	100.0	25,484	27,209	28,660	38,457	44,069
New York	93.2	31,016	33,829	35,946	57,094	67,204
North Carolina	100.0	24,236	25,769	26,402	40,267	48,728
North Dakota	89.3	18,637	20,934	21,827	29,952	32,220
Ohio	100.0	24,277	27,014	28,507	46,649	50,363
Oklahoma	99.3	24,042	25,214	25,778	32,757	35,624
Oregon	100.0	25,617	28,319	29,498	43,787	46,989
Pennsylvania	100.0	30,007	32,026	33,539	55,763	59,948
Rhode Island	100.0	28,050	30,130	30,915	55,054	57,423
South Carolina	100.0	24,943	28,678	31,026	42,779	52,223
South Dakota	78.0	20,696	22,710	23,917	31,178	33,338
Tennessee	100.0	25,470	27,627	29,324	35,844	41,025
Texas	97.7	25,806	26,316	26,813	41,914	43,127
Utah	100.0	23,191	25,713	27,492	41,679	44,516
Vermont	94.0	23,487	26,643	28,749	41,429	45,789
Virginia	100.0	27,095	29,048	29,552	39,270	46,582
Washington	100.0	25,599	30,783	31,023	46,082	51,338
West Virginia	100.0	24,085	26,859	28,526	36,617	41,658
Wisconsin	100.0	26,131	29,501	31,828	46,130	49,526
Wyoming	100.0	22,052	25,079	26,758	38,748	43,377

NOTE: Teacher salary schedules are listings of the teacher salary levels offered by a district that are used to determine teacher salaries. Schedules are based on years of experience and degrees earned. Bachelor's degree and no experience was the lowest step offered as a response option on the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "School District Survey."

Table 1.03.—Percentage of public school districts with various types of school choice policies and the number of students enrolled in districts from outside their home districts, by state: 1999–2000

State	Total number of public school districts	Percentage of districts with this district policy: Students from this district can enroll in another school within this district	Percentage of districts with this district policy: Students can enroll in another school in another district at no cost	Percentage of districts with this district policy: Students from other districts can enroll in this district at no cost	Total number of students enrolled in districts from outside their home districts*
50 States and DC	14,505	24.7	42.4	45.8	487,948
Alabama	131	26.1	10.9	25.6	9,321
Alaska	53	33.4	23.4	27.1	1,443
Arizona	213	37.1	75.5	82.8	18,553
Arkansas	311	27.9	59.9	59.4	6,327
California	1,025	52.5	61.0	76.9	130,610
Colorado	178	42.6	67.7	89.2	17,313
Connecticut	172	7.7	36.9	39.5	1,897
Delaware	19	74.2	87.9	100.0	8,718
District of Columbia	1	†	†	†	†
Florida	72	74.3	41.2	50.5	4,060
Georgia	183	28.6	6.3	13.1	3,302
Hawaii	1	†	†	†	†
Idaho	111	32.0	71.5	80.6	2,524
Illinois	927	7.2	0.0	0.8	3,413
Indiana	281	25.4	#	#	#
Iowa	377	15.0	92.8	91.9	14,859
Kansas	304	20.1	37.7	61.1	8,533
Kentucky	179	23.0	36.4	36.6	6,458
Louisiana	68	18.0	9.5	13.1	437
Maine	234	16.8	26.2	8.9	339
Maryland	24	28.3	0.0	#	#
Massachusetts	327	30.2	51.9	33.5	9,190
Michigan	576	56.8	75.4	72.2	24,969
Minnesota	385	33.4	91.1	93.4	29,080
Mississippi	156	12.4	3.5	6.9	687
Missouri	527	9.1	6.0	7.3	8,355
Montana	422	6.5	35.9	47.9	2,725
Nebraska	580	33.6	90.5	90.2	11,503
Nevada	17	20.6	22.1	35.3	84
New Hampshire	165	8.5	#	#	#
New Jersey	582	5.2	4.6	8.7	5,476
New Mexico	89	42.5	71.6	83.3	2,570
New York	732	5.6	2.4	13.8	3,934
North Carolina	122	44.8	17.4	20.5	1,474
North Dakota	239	11.7	76.8	79.8	#

See footnotes at end of table.

Table 1.03.—Percentage of public school districts with various types of school choice policies and the number of students enrolled in districts from outside their home districts, by state: 1999–2000—Continued

State	Total number of public school districts	Percentage of districts with this district policy: Students from this district can enroll in another school within this district	Students can enroll in another school in another district at no cost	Students from other districts can enroll in this district at no cost	Total number of students enrolled in districts from outside their home districts*
Ohio	637	44.4	70.4	57.8	24,308
Oklahoma	533	14.3	64.3	68.0	24,289
Oregon	200	30.9	56.6	59.5	3,836
Pennsylvania	584	5.5	1.6	#	#
Rhode Island	37	#	#	0.0	0
South Carolina	92	21.7	#	3.8	202
South Dakota	195	35.9	90.9	91.7	3,050
Tennessee	138	45.1	27.9	25.2	4,096
Texas	1,042	11.7	24.3	36.5	24,243
Utah	40	75.3	72.3	83.2	7,750
Vermont	247	10.7	20.9	16.3	1,468
Virginia	149	22.4	16.0	13.5	1,473
Washington	298	52.1	92.8	93.4	34,738
West Virginia	56	62.4	60.3	68.3	1,026
Wisconsin	426	35.3	96.0	95.9	6,696
Wyoming	49	34.4	45.2	59.4	775

† Not applicable.
# Too few sample cases.
* Public school districts reported the number of students from outside their district that were enrolled in schools in their district at no tuition cost to themselves or their families.
NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "School District Survey."

Table 1.04.—Percentage of public school districts that required* various teacher qualifications when considering teacher applicants, by state: 1999–2000

State	Total number of public school districts	Full standard state certification in field to be taught	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on local DISTRICT test of basic skills or subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
50 States and DC	14,505	81.5	70.2	63.1	63.9	54.2	3.4	24.9
Alabama	131	82.5	86.9	82.7	4.8	4.8	#	#
Alaska	53	53.3	73.9	39.6	70.5	29.4	#	72.4
Arizona	213	66.5	51.5	56.0	78.8	70.8	6.9	2.1
Arkansas	311	72.2	74.9	53.9	71.5	70.4	#	66.2
California	1,025	46.4	59.9	29.9	94.8	43.8	11.2	21.1
Colorado	178	66.4	56.9	69.3	73.2	67.1	#	2.9
Connecticut	172	98.3	46.3	51.3	94.4	92.1	0.0	91.3
Delaware	19	53.7	59.5	71.6	93.2	33.7	0.0	100.0
District of Columbia	1	100.0	100.0	0.0	100.0	100.0	100.0	100.0
Florida	72	41.4	11.0	19.0	70.6	64.7	4.4	6.1
Georgia	183	70.5	71.5	65.8	74.9	80.7	2.6	92.2
Hawaii	1	100.0	100.0	100.0	0.0	0.0	0.0	100.0
Idaho	111	87.1	84.4	74.0	13.6	11.6	#	#
Illinois	927	93.4	84.9	70.1	88.4	88.2	#	4.3
Indiana	281	91.7	80.8	85.0	92.9	89.6	5.2	33.9
Iowa	377	76.9	83.1	58.8	4.1	#	0.0	0.0
Kansas	304	92.6	77.5	67.7	76.6	45.7	#	8.8
Kentucky	179	82.1	86.9	86.8	63.2	59.1	0.0	62.4
Louisiana	68	54.4	51.3	44.0	45.2	42.0	#	72.1
Maine	234	82.6	46.3	42.0	69.8	37.2	4.4	25.8
Maryland	24	52.4	40.6	46.5	57.4	45.9	0.0	63.4
Massachusetts	327	86.6	33.3	40.8	86.5	77.5	#	0.0
Michigan	576	96.3	84.3	88.8	68.7	65.8	3.3	3.6
Minnesota	385	94.1	87.4	90.2	68.5	29.8	2.1	17.2
Mississippi	156	90.3	77.7	75.9	68.1	68.8	4.6	90.5
Missouri	527	64.9	70.8	56.3	48.2	46.9	2.9	26.4
Montana	422	89.3	78.2	82.3	54.0	31.9	4.9	11.7
Nebraska	580	80.3	87.3	64.2	44.3	11.7	4.1	5.3
Nevada	17	92.7	77.9	79.4	72.1	66.2	#	57.4
New Hampshire	165	87.6	53.6	63.2	67.4	57.9	#	70.1
New Jersey	582	88.2	35.8	41.7	53.6	55.5	1.7	64.5
New Mexico	89	85.2	78.9	77.0	87.1	73.8	4.2	50.8
New York	732	97.6	68.4	69.1	87.1	82.4	2.3	11.4
North Carolina	122	48.1	46.1	61.4	50.5	50.9	#	70.6
North Dakota	239	97.8	87.9	93.0	5.4	#	0.0	0.0

See footnotes at end of table.

Table 1.04.—Percentage of public school districts that required* various teacher qualifications when considering teacher applicants, by state: 1999–2000—Continued

State	Total number of public school districts	Full standard state certification in field to be taught	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on local DISTRICT test of basic skills or subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
Ohio	637	95.3	83.3	72.3	60.0	56.6	2.4	51.7
Oklahoma	533	86.8	72.7	70.8	90.9	94.3	3.2	4.8
Oregon	200	64.9	57.7	44.4	69.0	45.4	3.1	26.6
Pennsylvania	584	85.3	56.3	72.0	74.3	77.3	11.4	63.5
Rhode Island	37	96.3	49.2	60.4	27.1	19.6	0.0	28.4
South Carolina	92	92.0	87.2	77.1	67.2	57.1	0.0	100.0
South Dakota	195	72.7	82.1	55.4	3.4	2.7	0.0	0.0
Tennessee	138	90.1	86.8	72.7	63.8	67.0	5.6	85.8
Texas	1,042	69.2	72.1	55.2	81.5	82.4	2.5	4.9
Utah	40	87.0	91.4	75.3	#	#	0.0	0.0
Vermont	247	97.5	42.1	42.2	0.0	0.0	0.0	0.0
Virginia	149	62.4	40.8	52.7	63.6	56.3	#	80.3
Washington	298	94.8	83.4	62.8	8.2	5.7	2.9	0.0
West Virginia	56	91.8	81.6	81.6	90.2	85.6	#	83.6
Wisconsin	426	87.6	82.3	74.9	14.5	10.2	3.4	3.6
Wyoming	49	88.3	65.9	53.2	#	#	0.0	0.0

Too few sample cases.

* The three response categories were: required; used but not required; not used.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "School District Survey."

Table 1.05.—Percentage of public elementary schools that offered a particular program or service, by state: 1999–2000

State	Total number of public elementary schools	Programs with special instructional approaches*	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
50 States and DC	59,900	17.3	71.8	11.1	43.7	38.4	46.5
Alabama	900	14.4	67.6	4.3	43.3	40.5	55.1
Alaska	185	37.9	86.5	7.2	43.8	41.0	41.3
Arizona	884	29.5	78.6	15.7	42.4	51.2	61.2
Arkansas	695	14.4	92.3	6.1	56.6	59.0	36.0
California	5,827	21.5	79.1	19.1	26.5	22.4	53.1
Colorado	1,027	22.5	80.2	11.1	50.6	49.1	55.5
Connecticut	788	12.8	55.2	9.4	38.0	50.5	39.7
Delaware	104	24.1	78.7	#	63.0	47.4	58.0
District of Columbia	124	41.7	19.1	17.0	47.9	29.3	75.7
Florida	1,977	18.8	68.2	3.4	49.1	36.6	81.9
Georgia	1,384	14.7	81.2	11.0	54.3	29.6	57.4
Hawaii	189	21.3	90.6	16.8	49.9	30.2	86.4
Idaho	399	17.6	76.5	3.4	57.3	40.2	21.7
Illinois	2,971	17.0	70.8	8.5	48.6	40.9	37.0
Indiana	1,347	17.3	63.9	5.9	43.9	51.3	46.8
Iowa	1,008	11.4	98.1	7.2	64.4	54.1	42.4
Kansas	970	19.1	82.5	4.6	60.1	38.3	32.1
Kentucky	949	52.9	85.9	6.9	55.9	44.7	61.5
Louisiana	981	16.7	70.1	18.4	46.4	49.7	32.6
Maine	542	28.1	50.3	5.6	44.4	31.0	17.3
Maryland	1,029	14.6	69.6	5.0	37.3	44.7	65.2
Massachusetts	1,352	24.1	24.0	7.1	44.8	48.8	45.4
Michigan	2,361	14.9	45.5	7.9	43.0	29.6	61.2
Minnesota	1,024	28.2	76.0	4.8	71.6	47.2	61.5
Mississippi	548	20.9	90.9	6.4	46.6	39.8	26.7
Missouri	1,312	11.0	69.7	9.0	68.5	46.1	45.5
Montana	513	13.3	68.3	16.9	41.3	29.2	18.8
Nebraska	845	12.5	65.4	6.9	46.0	33.4	19.9
Nevada	336	10.9	57.5	16.9	29.5	44.7	54.8
New Hampshire	349	15.3	32.9	4.0	46.1	51.3	41.4
New Jersey	1,753	16.4	77.9	28.3	33.7	40.2	71.4
New Mexico	531	15.8	74.6	36.6	45.9	33.3	33.6
New York	2,963	21.5	42.3	15.8	25.6	38.2	52.5
North Carolina	1,599	15.2	91.6	6.7	53.9	43.4	49.5
North Dakota	335	8.8	25.1	8.0	47.0	25.0	20.2

See footnotes at end of table.

Table 1.05.—Percentage of public elementary schools that offered a particular program or service, by state: 1999–2000—Continued

State	Total number of public elementary schools	Programs with special instructional approaches*	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
Ohio	2,671	9.4	71.6	5.8	33.3	25.2	23.3
Oklahoma	1,198	17.1	94.0	20.2	46.5	37.5	39.3
Oregon	871	21.9	90.4	11.2	55.3	24.7	50.6
Pennsylvania	2,302	11.1	93.7	4.9	40.0	49.4	44.3
Rhode Island	236	16.9	44.2	5.0	33.3	20.2	37.0
South Carolina	764	8.4	87.1	13.3	30.3	36.9	48.3
South Dakota	465	22.8	56.2	7.1	37.2	32.5	26.1
Tennessee	1,159	12.9	68.8	7.2	43.5	49.5	52.5
Texas	4,473	13.1	90.9	19.3	44.4	37.6	44.7
Utah	482	16.7	37.8	10.0	61.9	30.4	27.3
Vermont	242	25.3	24.9	7.3	52.1	40.8	30.4
Virginia	1,304	17.5	86.0	11.0	31.1	47.1	42.1
Washington	1,323	17.2	44.2	3.1	52.8	36.6	39.5
West Virginia	616	11.5	73.7	2.1	55.3	46.1	36.9
Wisconsin	1,417	7.1	70.5	3.9	52.7	36.7	26.8
Wyoming	276	30.4	35.9	8.3	46.2	49.2	28.0

Too few sample cases.
* Examples of special instructional approaches include Montessori, self-paced instruction, open education, and ungraded classrooms.
NOTE: These estimates are for traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table 1.06.—Percentage of public secondary and combined schools that offered a particular program or service, by state and school level: 1999–2000

State and selected characteristics	Total number of public secondary and combined schools	Programs with special instructional approaches*	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized tech-prep program(s)
50 States and DC	23,825	24.9	60.3	16.8	60.7	41.3	13.8	51.2	2.1	20.4	41.4
Alabama	429	16.8	71.6	27.9	59.7	48.1	15.5	54.1	1.8	33.5	56.0
Alaska	282	29.6	55.8	13.5	34.9	27.2	12.0	24.5	#	4.3	18.6
Arizona	286	34.0	62.1	22.3	75.5	64.0	27.6	41.7	#	25.4	37.5
Arkansas	402	19.7	93.9	29.2	66.7	60.4	8.7	42.4	#	23.7	38.6
California	2,185	36.8	55.0	13.1	56.4	28.2	17.2	48.7	3.7	20.0	23.5
Colorado	384	21.0	51.5	19.0	54.9	41.3	9.9	49.2	#	19.9	41.4
Connecticut	221	34.0	40.4	12.1	69.0	56.8	9.4	58.2	3.5	23.0	49.5
Delaware	#	#	#	#	#	#	#	#	#	#	#
District of Columbia	#	#	#	#	#	#	#	#	#	#	#
Florida	623	42.7	34.9	8.7	57.8	41.8	15.9	45.6	2.9	35.0	44.2
Georgia	353	8.3	80.5	22.6	66.2	28.2	20.4	76.3	5.3	27.5	62.5
Hawaii	#	#	#	#	#	#	#	#	#	#	#
Idaho	223	22.9	62.1	11.8	63.7	42.9	21.8	44.1	0.0	24.4	46.5
Illinois	993	30.0	59.3	23.5	63.7	39.6	9.5	36.0	1.1	22.1	57.0
Indiana	459	11.8	56.7	13.1	66.1	55.0	11.2	60.7	0.0	20.9	45.2
Iowa	477	23.6	91.7	22.1	71.8	62.6	19.8	42.5	#	11.7	39.4
Kansas	425	30.2	89.6	20.2	75.2	34.4	7.6	33.9	#	13.0	26.0
Kentucky	370	31.0	68.9	12.2	67.7	48.5	37.8	53.7	0.0	32.7	45.7
Louisiana	447	23.4	73.3	19.6	44.2	40.2	9.3	25.0	#	38.5	41.5
Maine	166	20.4	46.6	11.6	70.4	45.3	8.2	53.3	0.0	11.6	51.4
Maryland	233	22.8	58.9	9.8	52.5	49.8	13.6	66.8	#	29.2	50.4
Massachusetts	364	15.8	21.2	11.9	58.7	56.4	16.1	69.7	0.0	15.5	38.4
Michigan	1,051	25.4	38.6	17.6	49.0	24.6	10.6	56.8	#	21.8	42.7
Minnesota	636	35.1	42.1	8.9	70.7	44.2	25.6	41.9	3.0	16.8	29.2
Mississippi	385	25.6	42.0	19.5	63.8	42.3	12.4	37.4	0.0	21.1	61.0
Missouri	685	19.0	57.6	16.1	66.8	57.0	16.0	39.6	#	15.7	49.6
Montana	368	14.3	72.6	23.4	41.9	28.4	5.4	20.9	#	6.0	27.2
Nebraska	348	16.0	71.7	22.7	64.5	41.4	5.2	43.0	#	12.9	39.7
Nevada	106	34.4	41.6	17.3	63.1	39.2	21.7	37.8	#	17.0	27.1
New Hampshire	103	8.6	27.0	11.4	58.5	67.0	#	56.3	0.0	8.7	42.0
New Jersey	483	24.1	62.4	19.4	62.2	50.7	6.8	71.2	0.0	17.4	25.2
New Mexico	179	28.0	76.2	37.2	79.5	61.6	22.8	57.6	4.4	17.9	37.8
New York	1,127	19.9	47.4	17.2	52.3	39.0	24.1	70.4	#	19.1	27.5
North Carolina	414	18.4	68.3	14.9	63.5	58.3	18.1	72.5	3.6	20.0	61.5
North Dakota	220	11.6	9.2	10.9	46.1	23.1	6.6	26.1	0.0	12.8	24.0

See footnotes at end of table.

Table 1.06.—Percentage of public secondary and combined schools that offered a particular program or service, by state and school level: 1999–2000—Continued

State and selected characteristics	Total number of public secondary and combined schools	Programs with special instructional approaches*	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized tech-prep program(s)
Ohio	1,026	5.9	63.2	10.8	50.4	29.2	5.9	43.2	0.0	20.4	47.9
Oklahoma	620	21.0	93.5	30.6	70.9	35.9	10.2	52.6	2.5	17.4	46.7
Oregon	283	33.0	79.0	14.6	59.8	49.5	18.9	51.1	4.1	17.5	39.4
Pennsylvania	809	17.8	74.8	14.3	66.4	47.8	6.6	59.6	2.2	14.9	52.5
Rhode Island	#	#	#	#	#	#	#	#	#	#	#
South Carolina	304	8.5	61.7	15.2	42.9	47.3	10.6	77.0	2.7	28.6	70.5
South Dakota	313	15.5	39.6	7.1	34.7	40.2	12.9	32.9	0.0	5.7	20.3
Tennessee	375	11.8	49.3	13.7	46.0	53.2	23.7	51.7	#	26.8	53.9
Texas	2,176	30.2	74.6	17.6	70.3	40.1	12.1	55.9	2.9	21.4	41.9
Utah	260	31.0	41.9	23.8	74.3	40.9	15.9	47.1	2.9	22.4	35.2
Vermont	#	#	#	#	#	#	#	#	#	#	#
Virginia	422	29.7	67.6	13.0	56.7	29.1	8.1	64.2	8.4	18.1	64.5
Washington	673	46.2	44.7	11.9	62.1	38.5	7.5	54.1	4.6	15.9	32.6
West Virginia	189	12.9	49.3	19.2	71.4	49.2	12.2	53.1	#	34.3	70.8
Wisconsin	530	22.6	84.7	21.3	65.0	35.9	13.0	68.8	#	22.8	50.9
Wyoming	121	20.2	36.2	10.3	53.4	58.6	8.3	38.6	0.0	13.3	36.3
School level											
Secondary	20,651	22.4	63.7	18.0	60.5	41.4	13.4	55.5	2.4	21.8	44.2
Combined	3,174	41.0	38.2	9.3	62.3	41.0	16.8	23.6	0.2	11.7	23.6

Too few sample cases.

* Examples of special instructional approaches include Montessori, self-paced instruction, open education, and ungraded classrooms.

NOTE: These estimates are for traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table 1.07.—Number of public schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of public school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by state and selected characteristics: 1999–2000

State and selected characteristics	Number of schools				Number of students[1]	
	Total number of public schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
50 States and DC	83,725	44,311	81,365	78,148	17,755,457	16,432,928
Alabama	1,329	752	1,329	1,284	329,622	320,902
Alaska	467	276	435	378	46,507	37,137
Arizona	1,170	650	1,145	1,079	372,670	341,308
Arkansas	1,096	748	1,086	1,062	205,898	195,126
California	8,011	4,399	7,731	7,358	2,708,473	2,545,219
Colorado	1,411	510	1,356	1,296	176,370	160,973
Connecticut	1,009	314	968	928	125,904	120,667
Delaware	161	#	161	161	38,984	35,820
District of Columbia	158	111	158	153	54,985	53,000
Florida	2,599	1,144	2,541	2,459	1,027,596	956,195
Georgia	1,737	981	1,693	1,668	574,047	536,668
Hawaii	247	128	247	247	83,403	75,573
Idaho	622	396	579	567	84,228	79,371
Illinois	3,963	[2]1,781	3,931	3,662	737,456	689,081
Indiana	1,806	849	1,776	1,766	256,363	248,303
Iowa	1,486	837	1,474	1,467	144,472	136,343
Kansas	1,394	603	1,371	1,339	147,201	141,154
Kentucky	1,320	889	1,306	1,300	292,246	285,615
Louisiana	1,428	834	1,414	1,378	473,315	443,555
Maine	709	451	676	659	66,747	59,675
Maryland	1,262	#	1,241	1,171	280,710	240,471
Massachusetts	1,716	819	1,689	1,610	248,268	224,028
Michigan	3,413	1,783	3,343	3,187	491,536	434,531
Minnesota	1,661	712	1,582	1,544	209,955	198,063
Mississippi	933	652	901	865	320,521	303,195
Missouri	1,997	1,273	1,967	1,917	317,325	287,424
Montana	880	484	736	688	55,457	49,456
Nebraska	1,193	576	996	923	89,301	83,446
Nevada	442	116	393	368	95,430	89,979
New Hampshire	453	247	440	430	32,342	29,734
New Jersey	2,236	1,085	2,135	1,868	291,958	247,875
New Mexico	710	500	695	671	192,876	185,967
New York	4,090	2,452	3,992	3,657	1,299,493	1,086,572
North Carolina	2,014	1,000	2,007	1,939	508,462	481,108
North Dakota	556	397	501	496	34,001	31,780

See footnotes at end of table.

Table 1.07.—Number of public schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of public school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by state and selected characteristics: 1999–2000—Continued

State and selected characteristics	Number of schools				Number of students[1]	
	Total number of public schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Ohio	3,697	2,096	3,600	3,465	516,892	472,121
Oklahoma	1,819	1,148	1,787	1,766	297,790	288,074
Oregon	1,154	588	1,148	1,103	170,267	160,656
Pennsylvania	3,111	1,824	3,005	2,857	554,201	483,079
Rhode Island	293	121	293	276	47,247	41,156
South Carolina	1,068	494	1,048	1,030	263,979	254,150
South Dakota	778	408	719	705	55,107	51,184
Tennessee	1,534	756	1,512	1,466	402,635	371,936
Texas	6,649	3,840	6,524	6,399	1,775,312	1,692,519
Utah	742	246	703	673	139,894	125,664
Vermont	332	215	324	315	27,941	25,121
Virginia	1,726	610	1,670	1,630	346,983	341,147
Washington	1,996	1,119	1,980	1,939	357,825	333,268
West Virginia	805	439	777	760	144,604	134,851
Wisconsin	1,947	[2]1,060	1,917	1,861	213,428	196,536
Wyoming	397	160	364	360	27,229	26,150
Region						
Northeast	13,948	7,529	13,521	12,600	2,694,101	2,317,907
Midwest	23,890	12,377	23,176	22,331	3,213,036	2,969,965
South	27,637	14,832	27,154	26,491	7,337,688	6,934,332
West	18,250	9,573	17,514	16,726	4,510,630	4,210,723
Community type						
Central city	19,858	11,137	19,506	18,868	7,181,756	6,659,255
Urban fringe/large town	37,462	16,824	36,368	34,318	6,640,454	6,054,421
Rural/small town	26,405	16,350	25,491	24,962	3,933,246	3,719,252
School level						
Elementary	59,900	37,009	58,715	56,905	13,057,186	12,224,082
Secondary	20,651	5,888	19,703	18,500	4,315,070	3,858,294
Combined	3,174	1,415	2,947	2,743	383,200	350,551
Student enrollment						
Less than 100	6,737	2,834	5,800	5,305	163,470	145,115
100–199	7,917	4,824	7,664	7,359	515,209	477,788
200–499	31,842	19,298	31,175	30,123	4,849,607	4,561,230
500–749	20,739	11,243	20,424	19,774	5,232,230	4,900,621
750–999	7,931	3,540	7,867	7,541	2,767,634	2,498,447
1,000 or more	8,559	2,572	8,435	8,045	4,227,306	3,849,725

Too few sample cases.

[1] Unlike most tables in this report, the number of students eligible and approved for free or reduced-price lunches includes prekindergarten students.

[2] The reported count is smaller than the count officially recorded by the Title I program office.

NOTE: These estimates are for traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table 1.08.—Percentage of public schools with various security measures, by state and selected characteristics: 1999–2000

State and selected characteristics	Total number of public schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
50 States and DC	83,725	96.6	89.7	1.7	7.8	21.0	23.5	14.9
Alabama	1,329	100.0	100.0	3.3	26.2	38.6	21.4	13.9
Alaska	467	84.0	62.1	#	1.8	8.3	6.3	10.4
Arizona	1,170	99.8	86.6	0.0	2.1	11.5	36.1	5.3
Arkansas	1,096	100.0	94.1	#	13.1	40.8	23.1	16.1
California	8,011	97.3	92.2	0.8	5.2	10.8	24.1	2.7
Colorado	1,411	99.8	80.7	0.0	0.8	19.1	16.1	8.3
Connecticut	1,009	99.4	98.8	#	1.9	5.2	27.4	12.9
Delaware	161	100.0	100.0	0.0	0.0	5.5	22.5	25.6
District of Columbia	158	100.0	94.6	31.0	20.5	13.4	90.2	23.6
Florida	2,599	99.7	97.3	1.5	15.2	19.0	54.4	15.7
Georgia	1,737	98.6	99.7	2.3	19.9	32.8	31.3	36.4
Hawaii	247	100.0	100.0	0.0	0.0	0.0	30.2	#
Idaho	622	93.3	70.8	0.0	1.8	33.1	24.3	12.8
Illinois	3,963	95.0	84.1	4.6	14.4	25.1	25.9	24.5
Indiana	1,806	99.1	92.4	#	8.1	24.2	16.7	16.7
Iowa	1,486	86.3	85.7	0.0	#	13.5	7.1	5.3
Kansas	1,394	95.2	85.8	0.0	2.3	17.0	10.3	11.9
Kentucky	1,320	100.0	97.6	2.4	15.5	30.0	19.2	30.6
Louisiana	1,428	98.3	99.5	8.0	44.1	36.1	19.3	9.3
Maine	709	92.8	95.4	0.0	0.0	5.7	6.9	2.0
Maryland	1,262	100.0	96.1	0.0	1.1	14.2	13.4	5.2
Massachusetts	1,716	95.0	99.4	0.0	1.1	7.2	15.3	8.1
Michigan	3,413	92.4	79.2	2.3	1.3	14.8	17.4	9.3
Minnesota	1,661	93.7	86.5	0.0	#	16.4	21.1	12.0
Mississippi	933	98.7	98.1	5.5	39.9	43.1	31.5	27.6
Missouri	1,997	97.2	94.4	4.9	6.0	30.9	26.4	16.2
Montana	880	79.3	69.4	0.0	#	26.8	5.1	7.4
Nebraska	1,193	76.0	75.4	0.0	0.8	9.2	8.2	4.8
Nevada	442	92.1	85.9	#	#	15.4	17.3	14.2
New Hampshire	453	95.4	95.2	0.0	#	6.9	8.9	10.8
New Jersey	2,236	99.1	86.3	1.4	3.0	3.5	26.3	22.7
New Mexico	710	99.8	88.9	#	4.1	29.4	22.6	5.2
New York	4,090	99.9	88.8	2.7	3.6	8.6	40.8	16.1
North Carolina	2,014	99.7	98.2	1.2	17.2	30.0	37.6	17.3
North Dakota	556	80.8	76.2	0.0	#	7.8	3.5	2.7

See footnotes at end of table.

Table 1.08.—Percentage of public schools with various security measures, by state and selected characteristics: 1999–2000—Continued

State and selected characteristics	Total number of public schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Ohio	3,697	98.0	93.8	#	7.0	22.8	16.4	27.7
Oklahoma	1,819	96.3	83.3	2.3	6.8	43.1	15.2	13.6
Oregon	1,154	99.1	87.2	0.0	#	11.5	16.1	8.0
Pennsylvania	3,111	99.4	97.4	#	8.0	18.2	20.8	26.2
Rhode Island	293	100.0	98.7	0.0	0.0	#	14.1	15.3
South Carolina	1,068	98.2	96.2	#	16.9	39.5	36.8	16.4
South Dakota	778	77.3	66.4	0.0	0.0	33.6	8.3	4.5
Tennessee	1,534	100.0	97.9	1.2	15.4	27.7	26.5	40.3
Texas	6,649	98.1	89.0	3.7	7.2	34.0	25.7	15.3
Utah	742	93.3	81.1	#	#	13.3	20.0	7.5
Vermont	332	94.6	93.3	0.0	0.0	#	4.8	#
Virginia	1,726	99.4	96.2	#	12.1	29.0	33.6	21.6
Washington	1,996	100.0	82.9	#	2.5	10.3	24.5	11.2
West Virginia	805	99.6	94.1	#	7.7	31.0	10.0	18.1
Wisconsin	1,947	95.6	80.1	#	4.1	23.2	20.3	14.0
Wyoming	397	88.7	62.2	0.0	#	24.3	11.4	5.5
Region								
Northeast	13,948	98.4	93.2	1.2	3.6	9.0	25.8	16.9
Midwest	23,890	93.1	85.2	1.8	5.4	20.8	17.7	15.8
South	27,637	98.9	94.5	2.6	14.9	31.8	28.5	19.0
West	18,250	96.4	85.7	0.5	3.1	14.0	21.8	6.0
Community type								
Central city	19,856	98.5	93.0	5.0	14.4	15.2	37.9	15.5
Urban fringe/large town	37,462	98.3	91.4	0.6	4.9	16.8	22.7	15.1
Rural/small town	26,405	92.9	84.9	0.7	6.7	31.4	13.9	14.2
School level								
Elementary	59,900	96.8	94.4	0.8	5.0	10.1	14.7	10.9
Secondary	20,651	96.4	77.5	3.1	13.9	49.6	48.2	25.6
Combined	3,174	93.6	82.0	8.9	19.7	40.9	29.3	20.1
Student enrollment								
Less than 100	6,737	80.9	77.0	3.6	4.9	22.9	14.6	8.1
100–199	7,917	94.4	81.5	1.6	4.9	23.9	10.6	9.2
200–499	31,642	97.7	90.4	1.1	5.2	16.7	12.7	12.5
500–749	20,739	99.0	95.4	1.3	7.1	17.9	21.9	14.0
750–999	7,931	99.4	94.3	1.4	12.2	24.6	36.1	19.7
1,000 or more	8,559	98.7	87.0	3.8	19.7	36.7	75.0	32.2

Too few sample cases.

NOTE: These estimates are for traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table 1.09.—Total number of public school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by state and selected characteristics: 1999–2000

State and selected characteristics	Total number of public schools	Total number of public school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists[1]	Average number of students per paid full-time or part-time certified library media specialist[1]	Average number of paid other library staff[2]
50 States and DC	83,725	76,807	75.2	0.8	551.4	0.3
Alabama	1,329	1,299	96.4	1.0	546.3	0.1
Alaska	467	366	50.0	0.5	404.1	0.4
Arizona	1,170	991	77.8	0.8	769.3	0.3
Arkansas	1,096	1,089	93.2	1.0	384.6	0.1
California	8,011	6,340	23.7	0.3	1,298.0	0.5
Colorado	1,411	1,355	59.1	0.6	558.7	0.5
Connecticut	1,009	934	83.9	0.9	541.5	0.2
Delaware	161	136	86.9	0.9	747.6	0.2
District of Columbia	158	138	95.4	1.0	445.0	0.0
Florida	2,599	2,436	87.9	1.0	825.5	0.4
Georgia	1,737	1,710	100.0	1.2	631.8	0.1
Hawaii	247	247	91.3	1.1	671.8	0.1
Idaho	622	545	54.9	0.6	494.6	0.3
Illinois	3,963	3,638	61.1	0.7	543.0	0.6
Indiana	1,806	1,737	76.8	0.8	524.0	0.2
Iowa	1,486	1,463	82.2	0.8	331.2	0.4
Kansas	1,394	1,374	91.0	0.9	321.2	0.1
Kentucky	1,320	1,222	94.0	1.0	469.2	0.1
Louisiana	1,428	1,269	79.7	0.9	511.0	0.0
Maine	709	621	59.2	0.6	348.8	0.3
Maryland	1,262	1,226	87.0	0.9	667.6	0.1
Massachusetts	1,716	1,609	61.5	0.7	625.5	0.4
Michigan	3,413	2,942	59.9	0.6	582.4	0.4
Minnesota	1,661	1,483	88.8	1.0	509.9	0.4
Mississippi	933	859	90.2	1.0	548.5	0.1
Missouri	1,997	1,906	83.1	0.9	407.6	0.1
Montana	880	745	87.3	1.0	184.5	0.1
Nebraska	1,193	1,014	83.4	0.9	296.6	0.2
Nevada	442	420	70.5	0.7	894.6	0.2
New Hampshire	453	432	65.2	0.7	517.2	0.2
New Jersey	2,236	2,086	90.0	1.0	508.1	0.1
New Mexico	710	684	52.5	0.5	563.7	0.3
New York	4,090	3,738	74.2	0.9	606.5	0.4
North Carolina	2,014	1,877	91.5	1.1	560.8	0.2
North Dakota	556	461	91.9	1.0	206.6	0.1

See footnotes at end of table.

Table 1.09.—Total number of public school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by state and selected characteristics: 1999–2000—Continued

State and selected characteristics	Total number of public schools	Total number of public school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists[1]	Average number of students per paid full-time or part-time certified library media specialist[1]	Average number of paid other library staff[2]
Ohio	3,697	3,584	58.2	0.6	575.4	0.3
Oklahoma	1,819	1,782	90.6	0.9	340.0	0.3
Oregon	1,154	1,118	67.0	0.7	523.0	0.3
Pennsylvania	3,111	2,941	94.8	1.0	561.3	0.1
Rhode Island	293	277	94.6	1.1	458.9	0.1
South Carolina	1,068	1,035	94.0	1.1	544.1	0.1
South Dakota	778	571	67.2	0.7	241.0	0.2
Tennessee	1,534	1,488	93.8	1.1	562.7	0.1
Texas	6,649	6,246	85.9	0.9	576.2	0.2
Utah	742	693	58.0	0.6	798.6	0.3
Vermont	332	332	80.3	0.8	374.5	0.2
Virginia	1,726	1,602	95.4	1.1	572.0	0.0
Washington	1,996	1,841	78.3	0.8	527.2	0.3
West Virginia	805	610	66.5	0.7	467.1	0.0
Wisconsin	1,947	1,948	87.8	0.9	417.7	0.2
Wyoming	397	346	64.8	0.7	295.9	0.3
Region						
Northeast	13,948	12,969	80.1	0.9	552.3	0.3
Midwest	23,890	22,123	72.9	0.8	458.7	0.3
South	27,637	26,025	89.8	1.0	566.7	0.2
West	18,250	15,690	50.3	0.5	694.4	0.4
Community type						
Central city	19,858	18,038	70.2	0.8	649.3	0.3
Urban fringe/large town	37,462	34,754	76.6	0.8	624.7	0.3
Rural/small town	26,405	24,015	77.0	0.8	378.9	0.2
School level						
Elementary	59,900	56,715	71.3	0.7	490.4	0.3
Secondary	20,651	17,963	89.4	1.1	711.1	0.3
Combined	3,174	2,129	61.3	0.7	477.7	0.3
Student enrollment						
Less than 100	6,737	3,540	61.5	0.6	65.3	0.2
100–199	7,917	6,748	66.0	0.7	149.2	0.2
200–499	31,842	30,280	73.3	0.8	358.2	0.2
500–749	20,739	20,095	77.5	0.8	596.2	0.3
750–999	7,931	7,917	76.0	0.8	827.2	0.3
1,000 or more	8,559	8,227	89.5	1.3	1,201.2	0.4

[1] Based on total headcounts.

[2] Other paid library staff includes headcounts of paid professional staff who are not certified as library media specialists and library aides or clerical staff.

NOTE: These estimates are for school library media centers in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Library Media Center Survey" and "Public School Survey."

Table 1.10.—Percentage of public school library media centers with selected equipment and services, by state and selected characteristics: 1999–2000

State and selected characteristics	Total number of public school library media centers	Percentage of public school library media centers			
		With a telephone	With automated circulation	With a connection to Internet	With distance learning
50 States and DC	76,807	84.8	74.4	90.1	21.2
Alabama	1,299	92.5	85.5	85.1	13.5
Alaska	366	80.5	67.4	91.6	35.7
Arizona	991	89.8	88.5	91.6	13.2
Arkansas	1,089	66.4	79.9	86.6	15.0
California	6,340	86.2	76.7	71.3	10.3
Colorado	1,355	94.2	86.3	96.8	25.4
Connecticut	934	85.8	59.8	87.2	5.4
Delaware	136	90.0	88.7	97.3	12.2
District of Columbia	138	98.1	35.4	78.1	41.1
Florida	2,436	97.8	96.8	95.1	36.0
Georgia	1,710	97.6	99.7	96.3	37.9
Hawaii	247	100.0	94.0	96.8	73.4
Idaho	545	79.4	82.9	95.6	20.2
Illinois	3,638	76.1	59.9	89.6	11.7
Indiana	1,737	90.7	72.9	89.0	27.4
Iowa	1,463	80.2	70.3	97.2	46.8
Kansas	1,374	82.3	77.4	94.8	18.4
Kentucky	1,222	77.9	77.3	97.9	21.6
Louisiana	1,269	73.7	62.5	88.0	16.0
Maine	621	72.7	52.8	99.3	14.1
Maryland	1,226	90.0	81.5	94.5	7.6
Massachusetts	1,609	75.3	49.8	96.8	28.8
Michigan	2,942	93.6	68.1	84.1	22.3
Minnesota	1,483	96.9	91.8	95.9	23.4
Mississippi	859	68.6	76.2	89.8	20.0
Missouri	1,906	76.6	70.7	89.2	33.9
Montana	745	69.8	52.0	88.1	26.4
Nebraska	1,014	71.6	69.1	95.5	35.2
Nevada	420	94.8	91.6	78.0	32.6
New Hampshire	432	77.6	60.5	89.0	11.4
New Jersey	2,086	88.4	63.1	87.8	18.6
New Mexico	684	73.0	62.4	78.5	24.1
New York	3,738	85.1	54.8	86.6	13.1
North Carolina	1,877	90.9	95.8	95.3	20.6
North Dakota	461	62.8	49.5	94.1	40.1
Ohio	3,584	74.8	53.1	89.9	19.3
Oklahoma	1,782	80.1	68.4	82.8	29.6
Oregon	1,118	92.8	80.2	90.0	18.1
Pennsylvania	2,941	83.5	64.4	88.9	13.3
Rhode Island	277	55.7	51.6	95.6	6.1
South Carolina	1,035	97.9	93.6	98.2	56.8
South Dakota	571	76.7	44.7	93.5	39.4
Tennessee	1,488	79.4	75.6	95.3	8.8
Texas	6,246	88.0	88.3	93.6	19.3
Utah	693	82.0	88.7	96.2	26.5
Vermont	332	87.1	60.3	93.7	17.1
Virginia	1,602	92.4	98.0	98.1	36.0
Washington	1,841	97.2	91.4	98.1	11.3
West Virginia	610	50.6	47.5	93.4	21.3
Wisconsin	1,948	95.4	86.0	97.9	19.6
Wyoming	346	81.6	76.8	93.8	24.0

See footnotes at end of table.

Table 1.10.—Percentage of public school library media centers with selected equipment and services, by state and selected characteristics: 1999–2000—Continued

State and selected characteristics	Total number of public school library media centers	Percentage of public school library media centers			
		With a telephone	With automated circulation	With a connection to Internet	With distance learning
Region					
Northeast	12,969	82.7	58.2	89.7	15.3
Midwest	22,123	82.7	67.9	91.3	24.1
South	26,025	86.2	84.9	92.9	23.9
West	15,690	87.3	79.6	83.9	17.4
Community type					
Central city	18,038	86.1	73.1	86.9	17.9
Urban fringe/large town	34,754	88.6	80.1	90.8	17.1
Rural/small town	24,015	78.4	67.1	91.4	29.5
School level					
Elementary	56,715	82.8	73.2	87.9	15.2
Secondary	17,963	91.5	79.9	96.9	38.1
Combined	2,129	81.9	59.5	88.7	38.3
Student enrollment					
Less than 100	3,540	66.4	41.3	87.7	33.3
100–199	6,748	67.0	45.8	84.5	27.9
200–499	30,280	81.3	70.5	89.0	18.9
500–749	20,095	90.7	83.9	91.6	17.4
750–999	7,917	94.6	87.2	91.0	21.9
1,000 or more	8,227	96.3	90.8	94.7	27.2

NOTE: These estimates are for school library media centers in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Library Media Center Survey."

Table 1.11.—Percentage of public school principals with experience in teaching, administration, or other selected positions before becoming principals, by state and selected characteristics: 1999–2000

State and selected characteristics	Total number of public school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
50 States and DC	82,802	99.3	36.6	24.6	66.8	7.9	1.5	34.1
Alabama	1,329	100.0	41.2	20.7	75.7	5.7	#	36.5
Alaska	451	99.0	40.1	28.0	50.4	13.0	#	39.3
Arizona	1,165	100.0	40.4	31.8	79.9	6.6	2.8	34.3
Arkansas	1,090	99.5	27.7	9.5	46.0	9.3	#	28.7
California	8,044	99.0	35.2	44.9	81.7	10.3	2.2	23.9
Colorado	1,402	98.5	41.9	24.3	67.4	14.9	2.4	38.9
Connecticut	996	98.9	25.1	26.9	72.5	6.4	0.0	18.3
Delaware	158	100.0	59.5	16.1	85.7	6.7	0.0	42.0
District of Columbia	157	98.0	59.0	51.3	88.2	8.4	0.0	11.8
Florida	2,553	99.8	59.0	37.7	94.1	9.6	#	27.9
Georgia	1,737	98.3	43.8	23.5	86.8	6.5	#	22.8
Hawaii	247	97.5	86.3	46.6	97.8	16.4	#	21.5
Idaho	582	100.0	40.9	19.2	49.0	7.0	#	51.0
Illinois	3,924	99.0	18.7	28.4	58.6	9.1	#	33.4
Indiana	1,799	100.0	24.4	17.8	58.7	10.7	#	39.6
Iowa	1,485	99.6	37.8	22.0	28.6	7.5	#	55.2
Kansas	1,397	99.6	36.3	12.4	43.7	5.3	0.0	54.7
Kentucky	1,310	99.1	34.5	14.4	48.1	18.2	0.0	53.1
Louisiana	1,415	100.0	55.3	19.4	74.3	8.0	3.7	31.6
Maine	708	99.4	30.9	15.3	56.0	3.7	#	37.6
Maryland	1,263	97.2	32.5	25.6	91.8	8.2	#	18.2
Massachusetts	1,713	100.0	23.7	19.5	69.0	4.8	#	23.8
Michigan	3,306	99.4	27.4	20.4	57.0	8.1	#	33.9
Minnesota	1,581	99.7	53.8	30.2	57.9	3.2	2.4	42.1
Mississippi	919	99.2	48.1	12.7	69.4	9.0	#	26.1
Missouri	1,968	99.7	30.0	16.3	48.4	4.1	#	41.3
Montana	745	100.0	36.1	17.2	36.4	12.5	2.8	55.1
Nebraska	1,168	99.6	27.5	12.1	28.2	1.9	#	61.4
Nevada	439	100.0	43.8	26.6	71.4	6.1	#	35.4
New Hampshire	443	99.1	30.6	19.0	68.9	6.3	2.9	32.0
New Jersey	2,250	97.9	33.4	26.9	71.7	6.7	#	21.8
New Mexico	699	98.5	48.8	25.1	67.6	8.9	#	45.5
New York	4,066	99.4	25.4	32.5	75.6	4.7	1.9	21.5
North Carolina	2,009	100.0	53.6	21.8	90.7	5.7	1.9	37.0
North Dakota	551	98.0	24.4	14.8	18.2	6.5	3.7	55.5

See footnotes at end of table.

Table 1.11.—Percentage of public school principals with experience in teaching, administration, or other selected positions before becoming principals, by state and selected characteristics: 1999–2000—Continued

State and selected characteristics	Total number of public school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
Ohio	3,629	97.8	29.7	10.7	62.8	5.1	0.0	46.0
Oklahoma	1,815	99.6	39.7	21.8	46.0	15.4	0.6	42.7
Oregon	1,160	98.2	44.5	32.7	73.6	8.8	4.2	42.4
Pennsylvania	3,100	99.9	31.4	17.9	66.2	7.2	#	32.8
Rhode Island	286	100.0	12.6	17.5	56.8	#	#	21.5
South Carolina	1,054	100.0	48.6	30.2	81.3	10.2	1.6	28.5
South Dakota	745	99.4	33.1	14.3	27.0	12.5	2.5	49.2
Tennessee	1,524	99.4	32.9	20.0	62.8	5.4	2.4	35.2
Texas	6,566	99.9	46.2	22.0	78.6	8.2	1.3	30.8
Utah	722	97.6	50.9	36.1	67.3	7.8	#	22.0
Vermont	323	97.6	19.8	12.6	48.4	3.2	0.0	21.8
Virginia	1,725	99.4	47.8	20.8	84.6	6.3	3.1	21.3
Washington	1,953	100.0	42.9	32.0	63.4	9.9	7.3	45.9
West Virginia	803	100.0	25.7	7.1	55.2	5.3	1.9	36.4
Wisconsin	1,931	97.9	33.1	18.5	44.9	4.8	#	40.8
Wyoming	396	99.4	35.7	22.3	49.4	11.7	#	49.1
Region								
Northeast	13,885	99.3	27.9	24.3	69.6	5.6	1.1	25.3
Midwest	23,484	99.0	29.8	19.1	50.7	6.7	0.9	42.8
South	27,428	99.5	44.7	22.2	75.5	8.6	1.3	31.5
West	18,006	99.1	39.9	35.8	72.4	10.2	2.8	33.5
Community type								
Central city	19,576	99.1	33.8	31.4	78.0	8.3	1.8	20.0
Urban fringe/large town	37,355	99.2	37.2	26.2	72.1	7.2	1.1	32.1
Rural/small town	25,871	99.4	38.0	17.1	50.7	8.6	1.7	47.6
School level								
Elementary	59,535	99.3	32.2	26.4	65.0	6.6	1.7	26.4
Secondary	20,231	99.2	48.0	19.7	73.5	11.9	0.8	56.1
Combined	3,036	97.9	46.9	21.9	58.3	8.3	1.4	39.2
Student enrollment								
Less than 100	6,064	98.8	39.9	25.7	43.6	7.8	2.1	41.8
100–199	7,654	98.8	38.5	17.8	43.3	10.2	1.5	44.2
200–499	31,615	99.3	31.8	23.0	59.5	6.5	1.3	32.5
500–749	21,287	99.3	37.9	29.4	76.5	7.5	1.9	27.9
750–999	7,721	100.0	37.9	23.2	85.1	7.7	1.2	29.4
1,000 or more	8,461	99.1	46.3	25.3	91.2	12.3	0.7	45.0

Too few sample cases.

NOTE: These estimates are for principals in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. The estimated number of principals may be different than the estimated number of schools due to weighting. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Principal Survey."

Table 1.12.—Percentage of public school principals who reported that the parent association had a great deal of influence over various school activities and percentage of principals and teachers who reported that lack of parent involvement was a serious problem at their school, by state: 1999–2000

State	Total number of public school principals	Percentage of principals who reported that the parent association had a great deal of influence over: Establishing curriculum at school	Hiring new full-time teachers at school	Setting discipline policy at school	Any of three listed activities	Percentage of principals who reported lack of parent involvement was a serious problem at school	Total number of public school teachers	Percentage of teachers who reported lack of parent involvement was a serious problem at school
50 States and DC	82,802	3.2	1.8	6.1	9.0	12.7	2,984,781	23.8
Alabama	1,329	2.4	#	3.4	4.5	12.4	50,605	26.2
Alaska	451	5.6	4.6	10.5	15.6	21.6	8,248	28.0
Arizona	1,165	#	#	5.1	6.1	17.5	46,023	27.1
Arkansas	1,090	3.1	0.0	2.5	4.8	15.1	30,410	26.2
California	8,044	3.5	2.5	9.8	13.5	14.5	276,677	27.4
Colorado	1,402	3.6	#	7.1	10.6	7.9	41,327	20.1
Connecticut	996	#	3.3	#	4.3	8.1	41,971	20.8
Delaware	158	#	7.3	11.7	15.3	7.0	7,422	28.4
District of Columbia	157	10.5	7.1	18.3	21.7	6.2	5,512	43.7
Florida	2,553	3.5	#	4.9	9.0	22.1	127,879	30.4
Georgia	1,737	3.0	#	6.0	7.4	15.8	86,879	31.1
Hawaii	247	7.2	0.0	13.1	17.8	16.1	12,032	30.1
Idaho	582	7.4	2.6	3.9	11.3	10.5	14,447	19.7
Illinois	3,924	4.0	1.9	6.4	10.4	13.1	136,938	21.0
Indiana	1,799	#	0.0	2.5	2.5	7.2	61,184	17.8
Iowa	1,485	#	0.0	3.3	3.3	5.5	38,116	13.4
Kansas	1,397	#	0.0	#	1.8	8.6	33,968	14.8
Kentucky	1,310	6.3	3.3	10.4	14.9	15.2	42,879	25.7
Louisiana	1,415	4.7	#	4.5	9.3	28.5	50,642	35.3
Maine	708	2.4	#	3.3	5.6	5.0	17,536	9.1
Maryland	1,263	#	#	2.2	3.6	7.8	54,583	26.7
Massachusetts	1,713	#	#	6.9	7.0	9.3	77,281	22.0
Michigan	3,306	3.0	1.9	6.0	9.5	10.8	98,082	18.6
Minnesota	1,581	#	#	5.9	6.1	10.5	57,534	14.8
Mississippi	919	7.7	0.0	8.0	11.2	20.5	33,060	33.6
Missouri	1,968	2.9	1.5	5.0	9.0	9.0	64,094	22.3
Montana	745	2.3	2.4	2.2	4.2	9.1	11,937	17.1
Nebraska	1,168	4.6	#	4.0	7.9	6.0	23,119	14.8
Nevada	439	4.9	#	10.5	14.0	19.5	17,245	25.1
New Hampshire	443	2.4	#	5.1	6.3	9.5	14,985	15.1
New Jersey	2,250	6.2	#	6.1	13.5	8.0	97,878	18.6
New Mexico	699	1.8	4.8	11.9	13.9	16.3	21,167	33.1
New York	4,066	4.8	3.0	9.5	13.2	12.6	208,313	25.0
North Carolina	2,009	2.8	#	6.9	8.4	13.2	85,235	27.1
North Dakota	551	6.1	#	6.3	11.2	8.2	9,252	11.0

See footnotes at end of table.

Table 1.12.—Percentage of public school principals who reported that the parent association had a great deal of influence over various school activities and percentage of principals and teachers who reported that lack of parent involvement was a serious problem at their school, by state: 1999–2000—Continued

State	Total number of public school principals	Percentage of principals who reported that the parent association had a great deal of influence over: Establishing curriculum at school	Hiring new full-time teachers at school	Setting discipline policy at school	Any of three listed activities	Percentage of principals who reported lack of parent involvement was a serious problem at school	Total number of public school teachers	Percentage of teachers who reported lack of parent involvement was a serious problem at school
Ohio	3,629	1.1	3.4	1.5	5.0	18.3	123,129	25.9
Oklahoma	1,815	1.5	1.6	7.3	8.2	15.1	45,830	23.8
Oregon	1,160	2.0	#	#	3.1	13.9	28,584	19.7
Pennsylvania	3,100	3.3	#	1.8	5.1	10.6	126,471	17.7
Rhode Island	286	#	4.4	11.1	13.0	6.5	11,564	25.0
South Carolina	1,054	2.4	#	8.6	10.7	23.7	43,721	32.5
South Dakota	745	0.6	#	3.2	3.7	9.5	11,708	17.0
Tennessee	1,524	2.9	0.0	6.6	7.6	10.2	58,296	25.6
Texas	6,566	4.7	3.4	10.8	13.1	13.4	265,247	25.7
Utah	722	4.1	4.2	9.5	16.4	8.4	23,346	16.8
Vermont	323	#	#	#	3.4	9.1	9,186	13.0
Virginia	1,725	3.3	0.0	4.0	6.4	11.3	80,987	25.0
Washington	1,953	2.4	3.3	5.8	10.1	10.5	54,816	22.1
West Virginia	803	3.1	0.0	4.7	5.7	8.7	22,571	19.1
Wisconsin	1,931	1.7	#	2.5	4.8	7.4	67,015	14.1
Wyoming	396	3.5	6.5	7.2	11.2	9.8	7,848	13.5

Too few sample cases.

NOTE: Teachers include both full-time and part-time teachers. These estimates are for principals and teachers in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. The estimated number of principals may be different than the estimated number of schools due to weighting. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Principal Survey" and "Public School Teacher Survey."

Table 1.13.—Percentage distribution of public school teachers by age and average and median age of public school teachers, by state: 1999–2000

State	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
50 States and DC	16.9	53.8	18.0	11.4	42.3	43.2
Alabama	18.2	63.1	14.4	4.3	40.6	41.8
Alaska	14.7	60.7	17.8	6.8	41.9	41.8
Arizona	13.9	55.2	21.3	9.6	42.6	43.5
Arkansas	15.5	58.6	14.9	11.0	42.3	43.3
California	15.7	53.3	15.7	15.3	42.7	43.4
Colorado	15.3	52.6	19.5	12.6	42.9	44.5
Connecticut	12.8	50.6	22.3	14.3	44.2	46.5
Delaware	21.0	41.9	19.1	18.0	42.3	42.2
District of Columbia	12.8	40.6	20.8	25.8	46.5	47.8
Florida	18.4	47.7	18.4	15.5	43.1	43.2
Georgia	20.0	55.8	13.9	10.3	40.9	40.6
Hawaii	17.3	48.5	21.3	12.8	42.2	43.2
Idaho	11.8	55.3	19.5	13.5	43.9	44.6
Illinois	15.6	55.8	18.2	10.5	42.8	44.6
Indiana	20.0	47.9	18.8	13.3	42.7	44.4
Iowa	15.3	54.5	19.0	11.2	42.6	43.4
Kansas	19.6	53.1	14.8	12.5	41.6	42.1
Kentucky	19.2	58.2	15.8	6.8	40.5	40.5
Louisiana	17.6	54.1	14.1	14.2	41.8	40.7
Maine	10.3	55.2	23.0	11.6	44.3	45.5
Maryland	19.5	54.3	15.3	11.0	41.6	43.2
Massachusetts	12.7	47.4	22.4	17.5	44.9	46.6
Michigan	18.9	48.0	19.5	13.7	42.8	44.1
Minnesota	20.9	48.2	17.9	13.0	41.2	41.7
Mississippi	14.6	58.5	17.2	9.7	42.2	42.6
Missouri	20.4	56.3	16.5	6.9	40.7	42.2
Montana	11.3	61.4	16.0	11.3	43.2	44.5
Nebraska	16.5	57.6	15.8	10.1	42.0	42.3
Nevada	20.3	50.5	15.3	13.9	41.4	41.9
New Hampshire	13.6	51.1	22.3	13.0	44.0	45.4
New Jersey	16.8	46.6	22.5	14.0	43.6	45.6
New Mexico	11.4	57.7	18.3	12.5	43.3	44.3
New York	16.7	49.2	23.0	11.1	42.8	44.2
North Carolina	21.4	56.2	13.1	9.4	40.7	42.0
North Dakota	12.5	58.1	17.9	11.6	42.9	43.9

See footnotes at end of table.

Table 1.13.—Percentage distribution of public school teachers by age and average and median age of public school teachers, by state: 1999–2000—Continued

State	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
Ohio	17.4	56.1	18.4	8.1	41.8	42.7
Oklahoma	16.2	59.4	14.4	10.1	41.6	41.6
Oregon	13.1	54.6	21.8	10.5	43.1	44.0
Pennsylvania	16.9	55.0	19.5	8.7	42.1	43.9
Rhode Island	14.2	58.2	21.2	6.4	42.8	44.5
South Carolina	18.4	58.0	14.6	9.1	41.1	42.1
South Dakota	14.3	59.3	17.8	8.6	41.8	42.0
Tennessee	20.4	52.8	17.4	9.4	41.0	41.5
Texas	18.0	56.3	16.2	9.6	41.5	42.0
Utah	16.6	54.5	16.9	12.0	42.2	43.1
Vermont	11.3	56.9	23.2	8.6	43.7	45.8
Virginia	16.4	58.7	15.6	9.2	41.3	42.0
Washington	12.6	56.8	18.8	11.9	43.7	44.8
West Virginia	5.8	59.7	25.3	9.2	45.0	46.1
Wisconsin	15.3	55.2	20.1	9.4	41.8	42.6
Wyoming	11.4	61.5	16.6	10.5	43.0	44.1

NOTE: Teachers include both full-time and part-time teachers. These estimates are for teachers in traditional schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table 1.14.—Percentage of full-time public school teachers who reported participating in various professional development activities in the past 12 months, by state: 1999–2000

State	Total number of full-time public school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment*	Student discipline and management in the classroom	Any of listed activities
50 States and DC	2,727,066	59.3	73.4	73.3	70.7	64.1	41.2	97.4
Alabama	47,532	66.6	78.2	80.9	72.5	66.2	53.7	98.8
Alaska	7,571	55.2	74.2	66.0	70.1	65.6	35.8	97.3
Arizona	42,019	57.5	74.9	78.3	71.6	71.8	44.3	98.0
Arkansas	28,111	59.7	74.4	75.6	58.7	80.9	48.6	98.0
California	254,401	66.1	78.0	76.6	60.7	72.5	33.9	97.4
Colorado	37,106	63.7	82.5	71.5	66.8	74.4	29.2	97.4
Connecticut	37,467	66.2	72.9	76.9	75.7	72.8	34.2	99.5
Delaware	6,957	58.4	75.8	66.0	62.5	68.6	39.6	95.5
District of Columbia	5,285	73.8	90.3	81.2	62.8	68.9	41.1	99.5
Florida	121,925	66.2	77.2	78.1	67.6	66.8	46.3	97.2
Georgia	81,115	57.1	64.6	77.3	66.9	53.8	41.8	96.9
Hawaii	11,221	59.1	82.0	66.6	62.7	68.9	35.6	95.8
Idaho	12,750	56.6	59.8	68.0	82.7	52.7	40.3	98.4
Illinois	123,607	56.7	70.8	69.1	79.0	59.3	36.6	97.1
Indiana	54,846	47.7	61.5	74.5	72.4	51.9	41.6	96.5
Iowa	33,253	52.2	72.3	65.6	68.0	68.3	43.7	96.6
Kansas	29,516	56.1	74.0	77.4	77.0	69.4	44.2	98.8
Kentucky	38,754	69.7	82.7	71.9	73.6	74.4	54.2	99.5
Louisiana	47,383	59.0	79.0	79.5	69.6	71.0	47.9	96.6
Maine	15,020	60.7	81.8	66.0	59.8	81.1	32.9	98.1
Maryland	49,701	65.6	78.2	79.1	64.1	78.1	41.0	98.0
Massachusetts	68,227	66.7	78.4	73.0	68.6	63.1	35.3	98.0
Michigan	86,508	57.9	70.5	76.0	70.2	54.8	42.6	97.2
Minnesota	49,347	50.8	81.3	60.6	63.6	66.7	31.4	97.3
Mississippi	31,221	55.8	64.2	72.6	70.7	60.1	60.7	95.7
Missouri	57,646	58.9	78.0	78.6	64.6	81.7	45.1	98.6
Montana	10,470	51.6	60.2	65.5	74.2	49.7	48.0	96.8
Nebraska	20,092	48.9	67.0	64.9	67.0	60.1	45.8	96.6
Nevada	16,330	60.0	74.0	68.5	72.6	51.4	36.0	97.0
New Hampshire	13,256	67.1	78.9	74.3	81.6	67.2	42.3	99.6
New Jersey	88,034	51.5	66.1	69.9	75.1	53.0	38.8	96.7
New Mexico	20,087	48.8	65.5	65.7	65.6	53.6	35.4	92.4
New York	187,836	58.8	77.1	64.9	61.5	65.9	30.9	96.1
North Carolina	80,439	56.8	71.9	78.5	81.8	73.1	41.3	98.2
North Dakota	7,613	48.0	53.2	62.3	84.8	41.6	44.4	97.2

See footnotes at end of table.

Table 1.14.—Percentage of full-time public school teachers who reported participating in various professional development activities in the past 12 months, by state: 1999–2000—Continued

State	Total number of full-time public school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment*	Student discipline and management in the classroom	Any of listed activities
Ohio	112,722	51.6	67.3	71.9	70.3	56.1	35.4	96.7
Oklahoma	42,166	59.7	65.1	81.3	75.3	45.9	65.9	98.4
Oregon	23,452	60.9	83.2	66.0	64.7	81.0	29.6	97.6
Pennsylvania	115,724	49.4	63.6	65.3	73.6	58.8	43.2	95.9
Rhode Island	10,461	53.8	73.5	59.4	52.4	58.0	17.2	92.3
South Carolina	40,729	56.6	70.1	71.5	69.7	56.9	38.0	97.0
South Dakota	10,308	49.5	66.8	59.9	84.1	52.8	38.4	96.8
Tennessee	55,721	54.5	69.4	71.4	71.1	58.6	54.1	97.2
Texas	257,509	66.6	75.2	82.5	79.8	60.8	54.9	99.0
Utah	20,182	66.8	69.8	81.4	73.2	54.8	47.4	98.1
Vermont	7,480	61.5	80.6	68.0	59.3	69.5	35.3	98.2
Virginia	75,452	56.0	76.2	72.4	85.2	61.3	37.3	98.6
Washington	47,071	59.5	78.9	71.0	62.7	76.2	28.7	97.7
West Virginia	20,732	51.3	66.6	72.2	77.4	66.2	42.9	97.8
Wisconsin	57,783	49.4	75.2	60.3	75.5	58.6	29.1	97.9
Wyoming	6,928	55.6	82.8	68.9	72.4	74.3	40.9	98.1

* Student assessment includes methods of testing, evaluation, and performance assessment.

NOTE: These estimates are for teachers in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table 1.15.—Average hours per week that full-time public school teachers were required to be at school and average hours worked outside regular school hours, by state and selected characteristics: 1999–2000

State and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students*
50 States and DC	37.8	3.2	8.7
Alabama	39.4	2.9	7.0
Alaska	38.9	3.7	11.4
Arizona	39.1	3.1	10.0
Arkansas	39.0	2.9	6.7
California	36.5	3.0	10.3
Colorado	39.2	3.5	9.4
Connecticut	35.6	3.1	10.2
Delaware	38.2	2.3	8.9
District of Columbia	35.3	4.3	7.4
Florida	38.4	3.0	8.9
Georgia	40.2	3.1	7.6
Hawaii	36.2	3.1	10.7
Idaho	39.0	3.6	9.4
Illinois	36.6	3.8	9.2
Indiana	37.6	3.1	9.2
Iowa	39.7	3.6	8.2
Kansas	39.3	4.1	8.5
Kentucky	37.8	3.0	7.7
Louisiana	37.4	2.9	7.0
Maine	36.7	2.5	9.9
Maryland	37.4	2.6	10.6
Massachusetts	34.9	2.9	9.9
Michigan	36.1	3.3	9.3
Minnesota	39.3	3.4	9.0
Mississippi	39.9	3.2	5.5
Missouri	38.2	4.3	7.7
Montana	39.3	4.3	8.0
Nebraska	40.2	4.1	8.9
Nevada	37.0	2.8	8.9
New Hampshire	36.9	2.7	11.1
New Jersey	35.2	3.0	8.2
New Mexico	37.2	3.2	9.0
New York	35.2	3.0	8.7
North Carolina	39.3	3.2	8.5
North Dakota	39.4	4.0	8.2
Ohio	37.1	3.1	9.4
Oklahoma	38.0	4.1	7.7
Oregon	39.5	3.1	9.2
Pennsylvania	37.1	2.4	8.5
Rhode Island	33.5	2.7	9.0
South Carolina	39.3	3.1	8.6
South Dakota	39.7	4.1	9.0
Tennessee	38.5	2.8	7.0
Texas	40.2	3.6	7.4
Utah	38.8	3.2	8.2
Vermont	38.2	2.8	10.0
Virginia	37.8	2.9	9.0
Washington	38.2	3.4	9.5
West Virginia	38.4	2.3	7.2
Wisconsin	39.3	3.4	8.7
Wyoming	39.1	4.8	7.8

See footnotes at end of table.

Table 1.15.—Average hours per week that full-time public school teachers were required to be at school and average hours worked outside regular school hours, by state and selected characteristics: 1999–2000—Continued

State and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students*
Region			
Northeast	35.7	2.9	8.9
Midwest	37.8	3.5	8.9
South	39.0	3.1	7.9
West	37.6	3.2	9.8
Community type			
Central city	37.2	2.9	8.7
Urban fringe/large town	37.7	3.1	9.1
Rural/small town	38.7	3.7	7.8
School level			
Elementary	37.6	2.1	8.9
Secondary	38.1	5.2	8.4
Combined	38.0	3.6	7.0
Student enrollment			
Less than 100	38.7	3.4	7.6
100–199	38.4	3.5	8.0
200–499	37.7	2.5	8.6
500–749	37.7	2.6	9.0
750–999	37.6	3.1	8.6
1,000 or more	37.8	4.5	8.8

* School-related activities not involving students include activities such as preparation, grading papers, parent conferences, and attending meetings.

NOTE: These estimates are for teachers in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table 1.16.—Average class size and student/teacher ratios in public elementary schools, secondary schools, and schools with combined grades, by state: 1999–2000

State and school level	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio
50 States and DC	21.2	24.4	15.6	17.1	23.4	16.0	15.6	18.6	11.0
Alabama	18.7	25.7	14.7	19.5	22.1	15.1	17.4	22.7	14.6
Alaska	22.0	22.3	15.4	#	23.9	#	13.3	15.8	13.2
Arizona	24.5	27.5	18.0	16.6	25.6	17.8	#	#	#
Arkansas	19.8	24.3	15.0	#	20.6	13.0	†	#	#
California	22.7	29.6	19.5	19.9	28.1	19.4	21.1	23.5	16.4
Colorado	23.2	27.8	16.9	24.1	24.0	15.6	#	#	#
Connecticut	20.0	22.0	14.4	#	20.1	11.3	#	#	#
Delaware	20.6	#	16.1	#	23.2	#	#	†	#
District of Columbia	21.7	#	13.5	#	20.8	#	#	†	#
Florida	23.1	24.9	17.7	23.1	27.3	17.1	16.0	22.4	12.2
Georgia	19.7	24.0	14.6	#	23.7	15.6	#	21.2	#
Hawaii	23.1	21.6	16.3	#	24.1	#	#	#	#
Idaho	22.1	22.4	17.2	#	22.8	14.8	#	#	#
Illinois	22.3	24.4	15.3	15.5	23.6	13.6	14.4	15.0	#
Indiana	21.4	25.4	16.2	#	23.0	15.6	#	19.4	#
Iowa	20.1	23.7	13.5	13.8	21.0	12.1	#	19.0	#
Kansas	18.4	21.4	13.7	#	20.8	11.0	#	#	#
Kentucky	20.8	25.3	15.3	#	23.0	15.3	#	19.3	#
Louisiana	18.9	22.9	15.2	14.9	22.9	15.1	15.6	18.4	11.2
Maine	18.0	19.0	13.1	16.5	18.5	13.5	#	#	#
Maryland	22.2	25.5	16.3	#	24.9	15.6	#	#	#
Massachusetts	21.0	22.2	13.8	#	21.0	13.1	†	#	#
Michigan	22.0	27.6	17.9	#	25.1	17.7	#	18.7	#
Minnesota	22.0	25.0	14.8	#	25.5	19.5	#	20.3	#
Mississippi	20.4	21.9	16.3	17.3	22.0	15.7	19.7	20.7	10.0
Missouri	20.9	21.3	13.3	17.9	21.1	14.1	10.9	15.9	#
Montana	18.2	21.7	13.4	15.5	19.5	10.5	†	†	†
Nebraska	17.5	22.8	10.9	14.6	21.2	11.1	#	#	#
Nevada	20.7	28.5	16.5	#	27.0	18.5	#	#	#
New Hampshire	20.0	23.7	14.3	#	21.4	12.3	#	#	#
New Jersey	20.5	23.8	13.8	#	21.2	11.5	#	#	#
New Mexico	19.9	22.4	15.0	#	23.4	14.4	#	#	#
New York	22.3	24.8	14.6	#	23.2	13.7	13.7	17.1	10.2
North Carolina	20.9	24.9	15.2	#	21.7	13.4	#	12.2	#
North Dakota	17.8	20.0	13.0	16.5	18.9	12.4	†	#	#

See footnotes at end of table.

Table 1.16.—Average class size and student/teacher ratios in public elementary schools, secondary schools, and schools with combined grades, by state: 1999–2000—Continued

State and school level	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio
Ohio	22.7	25.2	15.5	16.0	23.0	15.0	#	#	#
Oklahoma	18.6	23.0	14.4	18.2	21.5	12.4	†	#	#
Oregon	23.9	28.1	18.9	#	25.4	17.7	#	#	#
Pennsylvania	22.2	24.2	15.5	15.8	22.4	16.8	#	22.5	#
Rhode Island	20.0	20.9	14.7	#	20.8	#	#	#	#
South Carolina	17.9	23.8	14.8	#	22.2	16.8	#	#	#
South Dakota	18.8	21.4	14.1	19.9	19.4	10.3	#	#	#
Tennessee	19.7	24.8	15.0	19.7	23.5	#	16.9	20.4	#
Texas	18.5	23.9	14.5	15.5	22.2	13.0	15.8	16.7	8.7
Utah	23.7	#	21.7	23.9	27.1	20.1	#	#	#
Vermont	18.1	20.4	11.6	#	20.0	#	#	#	#
Virginia	19.4	22.2	14.3	13.3	21.4	15.3	#	#	#
Washington	23.9	24.4	19.2	20.9	26.6	23.1	18.6	18.8	#
West Virginia	19.4	20.1	13.6	15.5	21.3	15.7	#	#	#
Wisconsin	20.8	25.0	14.2	#	23.2	13.4	#	#	#
Wyoming	18.1	19.0	11.0	#	20.5	10.9	#	#	#

Too few sample cases.
† Not applicable.
NOTE: Teachers include both full-time and part-time teachers. These estimates are for teachers in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Calculation of student/teacher ratios includes teachers with all types of assignments.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey" and "Public School Teacher Survey."

Table 1.17.—Percentage of public school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by state and selected characteristics: 1999–2000

State and selected characteristics	Total number of public school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
50 States and DC	2,984,781	2.4	4.8	0.8	9.6	4.2
Alabama	50,605	3.1	5.1	1.2	8.8	3.8
Alaska	8,248	2.7	5.9	0.9	10.7	5.3
Arizona	46,023	3.0	4.3	1.1	9.6	4.6
Arkansas	30,410	2.2	4.3	0.5	10.1	2.5
California	276,677	3.5	3.2	0.9	5.8	2.5
Colorado	41,327	2.6	3.5	#	6.6	3.1
Connecticut	41,971	0.8	3.5	0.2	9.1	4.0
Delaware	7,422	3.7	5.8	#	11.4	5.3
District of Columbia	5,512	4.4	22.8	1.0	22.1	8.8
Florida	127,879	4.0	9.7	1.1	12.2	6.7
Georgia	86,879	2.6	6.0	0.6	9.5	3.5
Hawaii	12,032	4.9	6.8	1.1	9.5	3.3
Idaho	14,447	0.8	3.6	0.7	7.8	4.4
Illinois	136,938	1.4	4.9	1.0	8.2	2.7
Indiana	61,184	2.0	2.6	0.6	7.6	3.0
Iowa	38,116	1.3	2.5	0.4	10.7	3.9
Kansas	33,968	0.8	2.6	0.6	6.0	2.9
Kentucky	42,879	2.9	5.1	1.5	12.6	4.5
Louisiana	50,642	4.2	9.4	0.1	13.4	5.1
Maine	17,536	1.2	1.7	0.3	11.7	6.3
Maryland	54,583	2.7	8.4	1.1	10.7	4.6
Massachusetts	77,281	1.5	3.7	1.2	11.3	4.3
Michigan	98,082	2.3	4.1	0.3	7.9	3.8
Minnesota	57,534	0.6	2.4	0.4	9.4	4.4
Mississippi	33,060	3.9	6.8	1.0	11.2	3.7
Missouri	64,094	2.0	5.0	0.7	11.3	5.6
Montana	11,937	3.0	3.5	1.3	8.3	2.7
Nebraska	23,119	1.6	2.2	0.4	9.9	3.8
Nevada	17,245	4.8	2.0	1.1	11.6	8.1
New Hampshire	14,985	0.7	1.8	0.4	8.8	4.2
New Jersey	97,878	2.4	4.8	1.1	7.5	3.4
New Mexico	21,167	4.9	6.0	1.7	10.2	6.8
New York	208,313	2.6	8.4	1.6	11.5	5.3
North Carolina	85,235	2.1	2.6	0.4	12.8	5.5
North Dakota	9,252	0.5	1.5	#	5.7	2.1

See footnotes at end of table.

Table 1.17.—Percentage of public school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by state and selected characteristics: 1999–2000—Continued

State and selected characteristics	Total number of public school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Ohio	123,129	1.3	6.1	0.9	9.6	2.8
Oklahoma	45,830	2.2	3.6	0.4	8.5	4.5
Oregon	28,564	0.7	1.0	0.2	6.9	3.0
Pennsylvania	126,471	1.6	4.9	0.3	9.4	4.5
Rhode Island	11,564	#	2.9	#	10.2	4.9
South Carolina	43,721	3.1	4.2	0.8	11.5	5.3
South Dakota	11,708	1.8	3.4	0.6	7.7	3.9
Tennessee	58,296	2.4	5.7	0.5	13.3	2.6
Texas	265,247	2.9	4.5	0.9	8.9	4.8
Utah	23,346	3.6	3.6	1.4	8.0	2.6
Vermont	9,186	#	2.3	#	9.9	5.3
Virginia	80,987	1.1	4.1	0.3	12.2	4.9
Washington	54,816	2.4	3.8	0.3	10.0	5.0
West Virginia	22,571	0.5	2.5	0.7	10.0	3.5
Wisconsin	67,015	0.8	1.9	0.4	10.1	4.5
Wyoming	7,848	1.1	1.5	0.0	6.7	2.6
Region						
Northeast	605,186	1.9	5.6	1.0	10.1	4.6
Midwest	724,139	1.5	4.0	0.6	8.9	3.6
South	1,091,759	2.8	5.7	0.8	10.9	4.7
West	563,698	3.2	3.4	0.8	7.3	3.4
Community type						
Central city	803,013	3.9	9.4	1.6	13.5	6.2
Urban fringe/large town	1,503,554	1.9	3.3	0.5	7.9	3.5
Rural/small town	678,214	1.6	2.7	0.5	8.6	3.1
School level						
Elementary	1,931,550	1.9	5.2	0.4	8.6	5.1
Secondary	983,837	3.3	3.8	1.5	10.8	2.1
Combined	69,394	2.9	6.4	1.7	17.2	7.7
Student enrollment						
Less than 100	48,540	1.6	6.0	0.7	14.6	6.5
100–199	108,988	1.0	2.9	0.6	7.9	3.8
200–499	826,097	1.5	4.1	0.4	8.7	4.4
500–749	825,273	2.0	4.8	0.5	9.2	5.0
750–999	433,442	2.5	5.0	0.7	9.4	3.6
1,000 or more	742,441	4.0	5.6	1.6	10.9	3.2

Too few sample cases.

NOTE: Teachers include both full-time and part-time teachers. These estimates are for teachers in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table 1.18.—Percentage of public school teachers who agreed or strongly agreed with various statements regarding the working conditions in their school or classroom, by state: 1999–2000

State	Total number of public school teachers	Student misbehavior interferes with my teaching	Student tardiness and class cutting interferes with my teaching	Routine duties and paperwork interfere with my job of teaching	Rules for student behavior are consistently enforced by teachers in this school
50 States and DC	2,984,781	40.8	31.5	71.2	62.6
Alabama	50,605	40.0	26.4	73.8	63.9
Alaska	8,248	40.6	45.0	66.3	64.7
Arizona	46,023	42.6	37.8	78.4	65.3
Arkansas	30,410	41.1	33.6	73.4	70.4
California	276,677	38.4	36.8	70.3	63.4
Colorado	41,327	42.5	36.5	75.3	66.1
Connecticut	41,971	39.0	28.7	68.1	60.2
Delaware	7,422	48.1	35.5	72.9	59.2
District of Columbia	5,512	58.9	47.5	70.7	65.6
Florida	127,879	48.3	38.5	77.8	60.7
Georgia	86,879	45.3	34.0	75.9	59.0
Hawaii	12,032	48.1	38.4	76.7	56.7
Idaho	14,447	40.3	30.0	71.7	63.4
Illinois	136,938	40.6	25.9	71.1	60.7
Indiana	61,184	36.1	25.1	70.1	64.1
Iowa	38,116	43.0	28.5	71.6	61.2
Kansas	33,968	35.1	29.6	68.7	68.2
Kentucky	42,879	42.0	28.1	72.4	61.0
Louisiana	50,642	42.8	31.0	69.3	65.3
Maine	17,536	33.6	22.0	68.0	64.1
Maryland	54,583	48.1	33.8	71.7	63.4
Massachusetts	77,281	40.2	32.3	64.5	57.4
Michigan	98,082	37.9	30.5	69.2	63.7
Minnesota	57,534	43.2	35.0	77.6	63.0
Mississippi	33,060	39.8	27.4	63.0	66.9
Missouri	64,094	43.6	31.8	72.4	64.6
Montana	11,937	39.1	32.6	68.9	63.1
Nebraska	23,119	38.8	34.4	69.6	65.1
Nevada	17,245	36.1	31.6	71.4	63.6
New Hampshire	14,985	38.9	26.6	70.9	59.6
New Jersey	97,878	33.0	22.6	63.8	61.3
New Mexico	21,167	43.5	34.8	69.4	58.3
New York	208,313	43.2	31.0	67.9	61.4
North Carolina	85,235	45.1	35.4	81.2	63.4
North Dakota	9,252	38.4	21.2	66.6	66.3

See footnotes at end of table.

Table 1.18.—Percentage of public school teachers who agreed or strongly agreed with various statements regarding the working conditions in their school or classroom, by state: 1999–2000—Continued

State	Total number of public school teachers	Student misbehavior interferes with my teaching	Student tardiness and class cutting interferes with my teaching	Routine duties and paperwork interfere with my job of teaching	Rules for student behavior are consistently enforced by teachers in this school
Ohio	123,129	40.1	30.0	73.4	59.1
Oklahoma	45,830	41.7	35.2	68.3	67.4
Oregon	28,584	37.0	41.8	73.8	65.6
Pennsylvania	126,471	34.5	23.3	66.2	62.5
Rhode Island	11,564	36.8	33.7	60.1	60.3
South Carolina	43,721	41.3	30.5	71.6	68.7
South Dakota	11,708	32.0	28.7	64.0	65.7
Tennessee	58,296	41.9	31.1	75.9	64.8
Texas	265,247	41.7	30.0	68.8	59.5
Utah	23,346	43.9	42.7	68.9	70.3
Vermont	9,186	36.8	25.1	66.4	59.8
Virginia	80,987	43.0	31.4	78.0	65.7
Washington	54,816	40.1	37.5	71.4	67.5
West Virginia	22,571	33.2	23.8	73.0	67.9
Wisconsin	67,015	36.9	29.8	74.1	61.9
Wyoming	7,848	30.2	28.5	73.7	65.2

NOTE: Teachers include both full-time and part-time teachers. These estimates are for teachers in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table 1.19.—Percentage of public school teachers who taught students on Individual Education Plans (IEP) or Limited-English Proficient (LEP) students and percentage of these teachers with 8 or more hours of training on how to teach IEP or LEP students, by state: 1999–2000

State	Total number of public school teachers	Taught students with an IEP	Teachers with IEP students who had 8 or more hours of training in the last 3 years on how to teach special education students	Taught students with LEP	Teachers with LEP students who had 8 or more hours of training in the last 3 years on how to teach LEP students
50 States and DC	2,984,781	82.0	31.0	41.2	12.5
Alabama	50,605	83.6	38.6	19.8	2.4
Alaska	8,248	93.1	33.7	54.3	10.0
Arizona	46,023	82.4	26.0	67.8	23.2
Arkansas	30,410	84.0	27.1	29.9	3.8
California	276,677	72.0	31.9	75.2	49.2
Colorado	41,327	89.2	29.0	53.2	13.2
Connecticut	41,971	84.9	31.1	44.0	4.7
Delaware	7,422	73.2	31.1	44.1	3.5
District of Columbia	5,512	76.9	35.5	36.1	12.4
Florida	127,879	81.5	36.7	50.9	34.9
Georgia	86,879	76.3	31.7	35.2	6.2
Hawaii	12,032	86.6	29.4	66.2	17.0
Idaho	14,447	87.4	27.4	49.6	7.6
Illinois	136,938	79.8	27.0	37.1	7.1
Indiana	61,184	79.8	17.6	29.0	1.9
Iowa	38,116	89.3	26.3	24.7	2.2
Kansas	33,968	86.5	28.9	24.8	6.4
Kentucky	42,879	83.4	37.6	19.6	2.2
Louisiana	50,642	79.4	29.2	16.4	3.1
Maine	17,536	91.9	38.1	15.3	3.0
Maryland	54,583	86.4	37.4	37.4	2.6
Massachusetts	77,281	90.2	37.0	41.2	5.8
Michigan	98,082	85.5	23.3	26.1	1.7
Minnesota	57,534	88.7	30.1	45.5	6.2
Mississippi	33,060	64.8	23.3	15.5	1.7
Missouri	64,094	89.5	33.2	22.6	3.0
Montana	11,937	84.5	27.2	16.8	1.3
Nebraska	23,119	87.0	28.2	33.9	5.3
Nevada	17,245	83.0	25.7	67.5	18.6
New Hampshire	14,985	94.7	41.6	32.2	4.2
New Jersey	97,878	77.0	22.7	43.3	5.2
New Mexico	21,167	89.8	32.9	64.7	33.2
New York	208,313	76.3	27.1	43.4	13.6
North Carolina	85,235	84.9	32.3	46.6	5.5
North Dakota	9,252	89.0	29.3	17.2	2.3

See footnotes at end of table.

Table 1.19.—Percentage of public school teachers who taught students on Individual Education Plans (IEP) or Limited-English Proficient (LEP) students and percentage of these teachers with 8 or more hours of training on how to teach IEP or LEP students, by state: 1999–2000—Continued

State	Total number of public school teachers	Taught students with an IEP	Teachers with IEP students who had 8 or more hours of training in the last 3 years on how to teach special education students	Taught students with LEP	Teachers with LEP students who had 8 or more hours of training in the last 3 years on how to teach LEP students
Ohio	123,129	80.9	22.9	20.5	1.5
Oklahoma	45,830	87.3	30.0	32.9	5.2
Oregon	28,584	90.0	27.6	61.5	13.3
Pennsylvania	126,471	82.7	28.3	24.7	1.9
Rhode Island	11,564	92.4	31.4	37.0	9.8
South Carolina	43,721	77.0	17.0	29.3	2.4
South Dakota	11,708	83.7	25.9	20.5	3.4
Tennessee	58,296	84.6	27.9	22.3	1.4
Texas	265,247	84.7	48.3	55.7	17.9
Utah	23,346	80.5	30.6	58.0	20.4
Vermont	9,186	93.7	41.0	24.1	4.0
Virginia	80,987	81.5	29.9	29.9	4.5
Washington	54,816	87.7	26.9	57.6	12.9
West Virginia	22,571	86.4	31.4	10.4	0.7
Wisconsin	67,015	86.1	28.4	32.6	3.4
Wyoming	7,848	88.3	31.6	18.9	1.2

NOTE: Teachers include both full-time and part-time teachers. These estimates are for teachers in traditional public schools. Traditional public schools include all public schools in the United States except public charter schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Section II: Private Schools in the United States

This section presents data on private schools, private school teachers, private school principals, and private school library media centers from the 1999–2000 Schools and Staffing Survey (SASS). The SASS sample data have been weighted to represent the 27,223 private schools, 26,231 private school principals, 449,057 private school teachers (table 2.01), and 17,054 private school library media centers in the United States (table 2.08).

A private school is defined as an institution not in the public system that provided educational services for at least one of grades 1–12 (or comparable ungraded levels), had one or more teachers to give instruction, and was located in one or more buildings. The instruction must have been given in a building that was not used primarily as a private home. The sampling frame for private schools was the 1997–98 Private School Survey (PSS), updated with more current information from the 1998–99 private school association lists (Broughman and Colaciello 1999). See the technical notes in appendix B for a more detailed description of the population frame and response rates. See the glossary in appendix D for descriptions of affiliations.

Table 2.01.—Total number of private schools, principals, teachers, and students, by affiliation and NCES typology: 1999–2000

Affiliation and NCES typology	Schools	Principals	Teachers[1]	Students
Total	27,223	26,231	449,057	5,262,848
Affiliation				
Catholic	8,102	8,102	164,679	2,548,710
Friends	78	77	1,980	14,196
Episcopal	379	374	10,522	89,456
Hebrew Day	231	255	(2)	53,870
Solomon Schechter	60	64	2,732	16,813
Other Jewish	400	396	(2)	84,330
Lutheran, Missouri Synod	1,100	1,088	15,510	175,440
Lutheran, Wisconsin Synod	358	352	2,696	34,404
Evangelical Lutheran	121	119	1,652	20,360
Other Lutheran	70	69	427	4,672
Seventh-Day Adventist	949	949	5,111	58,918
Christian Schools International	369	365	7,802	98,056
American Association of Christian Schools	996	964	(2)	150,826
Association of Christian Schools International	2,769	2,728	47,251	548,047
National Association of Private Schools for Exceptional Children	273	267	4,030	24,491
Montessori	900	885	6,827	67,728
Independent Schools	714	714	43,045	316,984
National Independent Private School Association	136	136	1,846	20,122
Other	9,217	8,327	105,002	935,425
NCES typology				
Catholic	8,102	8,102	164,679	2,548,710
Parochial	4,607	4,607	79,510	1,316,444
Diocesan	2,598	2,598	53,442	846,521
Private Order	897	897	31,727	385,746
Other religious	13,268	12,642	172,611	1,871,850
Conservative Christian	5,002	4,936	68,162	801,507
Affiliated	3,566	3,551	53,974	586,613
Unaffiliated	4,700	4,156	50,474	483,731
Nonsectarian	5,853	5,486	111,767	842,288
Regular	2,448	2,256	68,783	577,728
Special emphasis	2,166	2,003	22,256	179,940
Special education	1,239	1,227	20,728	84,620
All members of National Association of Independent Schools	1,002	845	46,325	416,058

[1] The number of teachers is a headcount.

[2] The weighted overall teacher response rate was below 50 percent.

NOTE: The estimated number of principals may be different than the estimated number of schools due to weighting. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 "Private School Survey," "Private School Principal Survey," and "Private School Teacher Survey."

Table 2.02.—Percentage of private schools with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience for private schools with a salary schedule, by affiliation and NCES typology: 1999–2000

Affiliation and NCES typology	Percentage of private schools with a salary schedule	Bachelor's degree and no experience	Master's degree and no experience	Highest step on salary schedule
Total	65.9	20,302	22,473	34,348
Affiliation				
Catholic	91.2	20,310	22,054	35,543
Friends	40.6	#	#	#
Episcopal	42.9	20,975	22,544	38,913
Hebrew Day	33.4	#	#	#
Solomon Schechter	85.1	23,453	25,935	46,893
Other Jewish	53.3	21,342	24,386	40,015
Lutheran, Missouri Synod	81.5	20,256	22,800	35,297
Lutheran, Wisconsin Synod	70.6	21,255	22,807	36,635
Evangelical Lutheran	78.7	20,254	21,901	33,565
Other Lutheran	35.3	#	#	#
Seventh-Day Adventist	86.1	24,421	27,441	36,067
Christian Schools International	90.4	21,301	23,069	35,203
American Association of Christian Schools	56.7	14,982	16,632	22,575
Association of Christian Schools International	71.7	17,804	20,274	28,914
National Association of Private Schools for Exceptional Children	45.0	26,538	29,431	50,943
Montessori	35.5	21,662	24,193	38,080
Independent Schools	43.7	23,582	26,446	47,906
National Independent Private School Association	49.4	#	#	#
Other	45.8	20,548	23,086	33,107
NCES typology				
Catholic	91.2	20,310	22,054	35,543
Parochial	91.6	20,229	21,909	34,913
Diocesan	91.8	19,734	21,533	34,488
Private Order	87.8	22,487	24,411	42,115
Other religious	60.0	19,221	21,528	31,304
Conservative Christian	57.3	17,062	19,314	27,506
Affiliated	73.2	20,954	23,043	33,927
Unaffiliated	52.8	19,893	22,491	32,930
Nonsectarian	44.2	23,603	26,570	40,290
Regular	45.1	22,369	24,646	38,699
Special emphasis	40.2	22,916	26,586	39,057
Special education	49.7	26,789	29,996	44,889
All members of National Association of Independent Schools	49.5	23,633	26,873	47,245

Too few sample cases.

NOTE: Teacher salary schedules are listings of the teacher salary levels offered by a school that are used to determine teacher salaries. Schedules are based on years of experience and degrees earned. Bachelor's degree and no experience was the lowest step offered as a response option on the questionnaire. Salary levels for teachers with a master's degree plus 30 credits and no experience and a master's degree and 20 years experience are not included due to low item response rates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table 2.03.—Percentage of private schools that required* various teacher qualifications when considering teacher applicants, by affiliation and NCES typology: 1999–2000

Affiliation and NCES typology	Total number of private schools	Full standard state certification in field to be taught	Certification by a private school association or organization	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on a local SCHOOL test of basic skills or subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
Total	27,223	38.9	17.7	38.8	38.9	21.6	16.4	5.4	5.4
Affiliation									
Catholic	8,102	64.9	8.8	55.9	50.0	29.7	23.1	4.1	8.3
Friends	78	5.1	#	5.1	25.4	#	0.0	0.0	0.0
Episcopal	379	27.6	6.2	37.1	34.3	22.3	7.1	#	#
Hebrew Day	231	44.5	20.0	40.6	45.7	22.7	12.9	7.9	0.0
Solomon Schechter	60	39.2	#	24.1	25.4	14.9	16.9	#	0.0
Other Jewish	400	28.9	9.3	28.5	30.8	21.5	19.7	15.2	2.6
Lutheran, Missouri Synod	1,100	51.2	15.8	57.6	32.9	22.6	19.4	3.5	#
Lutheran, Wisconsin Synod	358	10.8	82.6	25.7	56.0	7.5	#	#	2.3
Evangelical Lutheran	121	56.1	4.3	56.8	31.7	32.1	19.3	4.2	#
Other Lutheran	70	14.5	15.6	12.7	17.5	5.7	5.7	0.0	#
Seventh-Day Adventist	949	23.6	83.9	65.5	65.5	21.3	14.2	3.5	3.5
Christian Schools International	369	46.0	19.1	48.5	47.1	20.4	11.6	#	2.3
American Association of Christian Schools	996	11.3	27.1	10.7	22.2	4.9	4.9	8.0	#
Association of Christian Schools International	2,769	22.1	21.8	28.1	24.3	11.8	6.7	3.9	3.7
National Association of Private Schools for Exceptional Children	273	76.1	20.8	57.0	32.8	50.4	49.9	19.4	20.9
Montessori	900	30.7	63.6	28.9	26.7	15.4	13.0	7.3	#
Independent Schools	714	12.6	5.7	10.8	46.6	8.4	6.8	#	#
National Independent Private School Association	136	45.8	28.2	78.5	71.2	46.1	45.7	19.8	31.2
Other	9,217	27.5	11.6	27.9	33.4	20.3	15.5	6.9	4.9
NCES typology									
Catholic	8,102	64.9	8.8	55.9	50.0	29.7	23.1	4.1	8.3
Parochial	4,607	65.1	6.9	57.6	42.7	29.7	22.7	4.1	6.5
Diocesan	2,598	74.3	13.5	60.9	56.0	34.5	27.5	4.3	12.5
Private Order	897	37.2	4.6	32.2	69.4	16.2	12.7	3.4	5.7
Other religious	13,268	21.5	22.1	27.7	29.0	12.4	8.4	5.8	2.2
Conservative Christian	5,002	16.1	23.5	19.0	21.3	10.0	5.7	7.0	2.5
Affiliated	3,566	31.0	25.0	45.7	46.2	14.6	9.8	4.2	1.6
Unaffiliated	4,700	20.0	18.4	23.4	24.2	13.3	10.3	5.7	2.4
Nonsectarian	5,853	42.1	20.2	40.1	45.9	31.3	25.2	6.5	8.7
Regular	2,448	42.7	13.7	37.3	51.2	33.5	27.8	2.1	10.2
Special emphasis	2,166	29.9	38.7	31.8	35.8	21.7	18.9	10.2	3.1
Special education	1,239	62.1	0.7	60.5	53.1	43.9	30.8	8.6	15.7
All members of National Association of Independent Schools	1,002	17.4	5.8	15.7	50.5	8.6	6.0	1.0	#

Too few sample cases.

* The three response categories were: required; used but not required; not used.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table 2.04.—Percentage of private elementary schools that offered a particular program or service, by affiliation and NCES typology: 1999–2000

Affiliation and NCES typology	Total number of private elementary schools	Programs with special instructional approaches*	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
Total	16,562	20.0	15.9	13.0	12.2	15.2	65.1
Affiliation							
Catholic	6,648	6.2	14.4	6.8	9.0	20.2	69.1
Friends	32	29.1	#	9.2	10.8	#	90.9
Episcopal	234	17.9	21.6	16.9	0.0	#	91.4
Hebrew Day	124	20.1	51.9	50.2	24.6	23.8	33.8
Solomon Schechter	56	13.8	44.7	68.9	10.9	24.2	66.7
Other Jewish	206	30.5	38.6	54.4	28.6	19.0	73.3
Lutheran, Missouri Synod	1,019	4.4	13.1	3.4	#	13.6	66.9
Lutheran, Wisconsin Synod	332	8.2	14.5	7.3	5.7	15.1	19.7
Evangelical Lutheran	115	7.5	21.3	11.5	#	13.3	85.2
Other Lutheran	59	11.6	9.8	#	0.0	36.2	17.0
Seventh-Day Adventist	664	33.1	12.3	3.5	8.3	#	35.5
Christian Schools International	#	#	#	#	#	#	#
American Association of Christian Schools	#	#	#	#	#	#	#
Association of Christian Schools International	1,365	14.3	13.5	15.2	3.0	6.1	82.6
National Association of Private Schools for Exceptional Children	#	#	#	#	#	#	#
Montessori	856	100.0	21.8	25.1	16.2	15.4	90.9
Independent Schools	#	#	#	#	#	#	#
National Independent Private School Association	#	#	#	#	#	#	#
Other	4,147	29.9	14.9	20.5	23.1	11.9	54.7
NCES typology							
Catholic	6,648	6.2	14.4	6.8	9.0	20.2	69.1
Parochial	4,352	5.4	10.3	7.3	7.3	18.7	71.7
Diocesan	2,053	6.6	23.7	6.0	13.7	25.1	63.0
Private Order	#	#	#	#	#	#	#
Other religious	7,016	14.0	13.6	16.6	9.8	9.8	56.7
Conservative Christian	1,686	20.5	15.2	15.1	7.3	9.7	79.1
Affiliated	2,459	14.1	15.2	14.3	7.2	8.6	58.8
Unaffiliated	2,870	10.1	11.3	19.4	13.3	11.0	41.8
Nonsectarian	2,898	66.4	24.7	18.8	25.7	16.8	76.4
Regular	1,400	44.7	25.3	18.9	21.2	17.5	71.9
Special emphasis	1,280	92.5	28.3	22.0	24.7	17.0	86.9
Special education	#	#	#	#	#	#	#
All members of National Association of Independent Schools	264	23.5	14.3	7.6	0.0	7.4	98.7

Too few sample cases.

* Examples of special instructional approaches include Montessori, self-paced instruction, open education, and ungraded classrooms.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table 2.05.—Percentage of private secondary and combined schools that offered a particular program or service, by affiliation and NCES typology: 1999–2000

Affiliation and NCES typology	Total number of private secondary and combined schools	Programs with special instructional approaches*	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Bacca-laureate (IB)	Specialized career academy	Specialized Tech-Prep program(s)
Total	10,661	41.6	21.4	14.3	21.4	20.6	33.2	35.7	1.2	3.1	5.5
Affiliation											
Catholic	1,454	11.4	26.5	10.9	10.3	23.2	17.3	77.8	0.8	3.1	7.3
Friends	#	#	#	#	#	#	#	#	#	#	#
Episcopal	145	35.0	16.7	9.8	35.1	47.0	31.9	53.9	#	0.0	0.0
Hebrew Day	#	#	#	#	#	#	#	#	#	#	#
Solomon Schechter	#	#	#	#	#	#	#	#	#	#	#
Other Jewish	194	13.5	39.2	49.7	11.5	4.8	29.6	59.0	0.0	0.0	0.0
Lutheran, Missouri Synod	#	#	#	#	#	#	#	#	#	#	#
Lutheran, Wisconsin Synod	#	#	#	#	#	#	#	#	#	#	#
Evangelical Lutheran	#	#	#	#	#	#	#	#	#	#	#
Other Lutheran	#	#	#	#	#	#	#	#	#	#	#
Seventh-Day Adventist	285	11.8	12.2	8.7	13.1	18.4	30.5	22.9	#	5.6	10.0
Christian Schools International	152	7.7	43.6	4.6	11.9	7.7	29.2	45.5	0.0	0.0	#
American Association of Christian Schools	799	29.0	7.4	14.1	8.1	7.7	42.9	18.5	#	0.0	5.0
Association of Christian Schools International	1,404	28.9	24.3	7.8	11.5	13.1	48.4	33.8	#	4.0	5.7
National Association of Private Schools for Exceptional Children	253	94.7	#	0.0	71.4	80.9	22.1	#	#	12.3	15.2
Montessori	#	#	#	#	#	#	#	#	#	#	#
Independent Schools	552	13.5	32.4	19.5	5.1	39.7	59.1	82.5	4.8	1.7	2.3
National Independent Private School Association	#	#	#	#	#	#	#	#	#	#	#
Other	5,070	61.1	20.4	16.7	30.0	19.1	30.3	21.2	#	3.2	5.0
NCES typology											
Catholic	1,454	11.4	26.5	10.9	10.3	23.2	17.3	77.8	0.8	3.1	7.3
Parochial	256	20.9	23.5	8.1	15.1	25.1	15.1	54.5	#	#	14.5
Diocesan	544	4.2	30.8	10.7	13.9	20.4	17.9	80.1	#	4.6	10.2
Private Order	654	13.7	24.1	12.2	5.4	24.7	17.6	85.1	#	#	#
Other religious	6,252	41.6	21.7	17.2	14.7	13.0	35.5	29.3	1.3	2.0	4.2
Conservative Christian	3,316	47.5	20.8	12.2	12.1	11.4	40.3	28.7	1.6	3.0	4.9
Affiliated	1,107	25.2	22.9	24.1	12.4	14.2	35.9	33.4	2.1	1.3	6.0
Unaffiliated	1,829	40.7	22.5	22.2	20.9	15.2	26.4	28.0	#	#	1.7
Nonsectarian	2,955	56.7	18.2	9.8	41.1	35.6	36.2	28.4	1.2	5.4	7.5
Regular	1,048	17.7	34.3	22.2	11.3	23.1	51.4	65.2	2.8	#	6.1
Special emphasis	886	61.5	20.0	6.4	46.2	25.6	33.0	17.6	#	6.7	8.4
Special education	1,020	92.7	0.0	0.0	67.2	57.0	23.3	0.0	0.0	8.2	8.1
All members of National Association of Independent Schools	738	17.0	28.6	20.5	4.6	41.3	55.6	84.6	3.9	1.2	1.7

Too few sample cases.

* Examples of special instructional approaches include Montessori, self-paced instruction, open education, and ungraded classrooms.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table 2.06.—Number of private schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of private school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by NCES typology and selected characteristics: 1999–2000

NCES typology and selected characteristics	Number of schools				Number of students*	
	Total number of private schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Total	27,223	5,938	10,179	5,685	166,880	111,755
NCES typology						
Catholic	8,102	4,183	5,037	3,445	93,145	64,862
Parochial	4,607	2,580	2,844	1,957	53,899	40,907
Diocesan	2,598	1,443	1,775	1,275	34,579	22,588
Private	897	#	418	#	4,668	#
Other religious	13,268	1,211	3,454	1,320	45,215	20,451
Conservative Christian	5,002	#	1,055	#	8,699	#
Affiliated	3,566	597	1,290	537	21,324	12,685
Unaffiliated	4,700	420	1,109	524	15,191	6,133
Nonsectarian	5,853	544	1,687	920	28,520	26,442
Regular	2,448	#	517	#	5,680	#
Special emphasis	2,166	#	#	#	#	#
Special education	1,239	#	649	563	15,906	18,222
All members of National Association of Independent Schools	1,002	#	127	#	761	#
Region						
Northeast	6,238	2,096	2,590	1,569	66,992	49,593
Midwest	7,484	2,119	3,908	2,525	45,237	30,890
South	8,296	917	2,084	905	29,320	15,401
West	5,206	805	1,596	686	25,331	15,870
Community type						
Central city	11,534	2,953	5,104	2,809	114,152	81,408
Urban fringe/large town	10,860	1,974	3,360	1,661	36,829	18,841
Rural/small town	4,829	1,011	1,715	1,215	15,899	11,506
School level						
Elementary	16,562	5,053	6,957	4,156	113,126	72,118
Secondary	2,583	222	940	482	14,205	8,016
Combined	8,078	663	2,281	1,046	39,549	31,621
Student Enrollment						
Less than 100	11,564	1,174	3,249	1,467	29,506	20,808
100–199	6,097	1,870	2,749	1,673	47,636	32,678
200–499	7,516	2,474	3,371	2,077	65,544	43,161
500–749	1,258	326	562	336	16,160	11,316
750–999	491	#	163	#	2,914	#
1,000 or more	296	#	#	#	#	#

Too few sample cases.

* Unlike most tables in this report, the number of students eligible and approved for free or reduced-price lunches includes prekindergarten students.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 "Private School Survey."

Table 2.07.—Percentage of private schools with various security measures, by affiliation, NCES typology, and selected characteristics: 1999–2000

Affiliation, NCES typology, and selected characteristics	Total number of private schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Total	27,223	80.7	91.6	0.6	0.8	4.8	4.8	8.1
Affiliation								
Catholic	8,102	95.9	97.6	#	0.5	3.6	3.3	10.2
Friends	78	45.4	92.4	0.0	0.0	#	6.4	#
Episcopal	379	74.2	95.4	0.0	0.0	2.3	18.6	3.9
Hebrew Day	231	74.8	73.3	0.0	0.0	0.0	13.3	32.8
Solomon Schechter	60	93.6	93.7	0.0	0.0	#	33.0	60.2
Other Jewish	400	66.1	86.1	0.0	0.0	#	21.5	33.4
Lutheran, Missouri Synod	1,100	69.8	92.6	0.0	0.0	2.2	#	3.8
Lutheran, Wisconsin Synod	358	27.4	96.2	0.0	0.0	2.5	#	4.7
Evangelical Lutheran	121	82.1	95.7	0.0	0.0	#	0.0	6.3
Other Lutheran	70	30.0	88.1	0.0	0.0	0.0	0.0	0.0
Seventh-Day Adventist	949	59.3	93.8	0.0	#	6.5	#	#
Christian Schools International	369	56.9	90.9	0.0	0.0	3.4	1.0	1.8
American Association of Christian Schools	996	90.2	88.0	#	2.0	5.1	4.1	2.3
Association of Christian Schools International	2,769	89.2	89.8	#	0.0	2.2	4.1	8.7
National Association of Private Schools for Exceptional Children	273	92.7	92.8	#	11.3	12.7	5.7	22.6
Montessori	900	84.6	93.9	0.0	0.0	0.0	#	12.6
Independent Schools	714	67.1	88.2	0.0	0.0	8.9	20.5	10.8
National Independent Private School Association	136	95.7	97.1	0.0	0.0	3.7	2.9	2.1
Other	9,217	72.0	87.2	1.2	1.3	7.2	5.2	5.7
NCES typology								
Catholic	8,102	95.9	97.6	#	0.5	3.6	3.3	10.2
Parochial	4,607	96.5	97.4	#	0.8	1.2	1.0	10.1
Diocesan	2,598	96.5	97.7	0.0	0.0	7.0	4.6	9.6
Private	897	91.3	98.6	0.0	0.0	6.7	11.5	12.8
Other religious	13,268	71.7	89.4	#	0.2	4.0	4.7	6.3
Conservative Christian	5,002	87.5	90.3	#	0.4	3.3	3.1	5.9
Affiliated	3,566	69.4	90.8	0.0	0.0	1.7	4.5	7.2
Unaffiliated	4,700	56.5	87.4	0.0	#	6.6	6.5	5.9
Nonsectarian	5,853	80.1	88.4	1.9	2.6	8.0	7.1	9.5
Regular	2,448	75.0	93.6	0.0	0.0	7.5	11.9	10.8
Special emphasis	2,166	78.9	79.8	1.7	2.2	8.2	3.6	10.4
Special education	1,239	92.1	93.2	6.2	8.3	8.7	3.6	5.3
All members of National Association of Independent Schools	1,002	68.9	89.0	0.0	0.0	8.7	20.1	10.2

See footnotes at end of table.

Table 2.07.—Percentage of private schools with various security measures, by affiliation, NCES typology, and selected characteristics: 1999–2000—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Region								
Northeast	6,238	77.8	90.5	0.8	0.9	2.7	3.6	11.4
Midwest	7,484	75.8	92.3	#	0.4	3.8	3.4	7.3
South	8,296	84.4	92.2	0.6	0.6	7.1	6.7	9.0
West	5,206	85.3	91.1	#	1.6	4.8	5.0	4.0
Community type								
Central city	11,534	84.9	92.5	0.4	0.6	3.9	6.0	10.8
Urban fringe/large town	10,860	83.3	93.6	0.9	1.2	4.2	3.7	7.3
Rural/small town	4,829	64.9	85.1	#	#	8.3	4.3	3.6
School level								
Elementary	16,562	80.7	94.0	0.3	0.2	1.3	2.6	7.8
Secondary	2,583	80.7	84.7	#	3.5	18.8	15.9	13.1
Combined	8,078	80.7	88.9	1.1	1.0	7.3	5.7	7.2
Student enrollment								
Less than 100	11,564	67.3	87.7	0.7	1.1	4.7	2.8	4.7
100–199	6,097	88.4	94.0	0.7	0.6	3.5	4.4	8.1
200–499	7,516	93.1	95.4	#	0.5	4.1	4.4	10.4
500–749	1,258	89.3	92.5	#	#	13.2	10.4	14.4
750–999	491	88.4	94.2	0.0	#	10.4	23.5	23.1
1,000 or more	296	81.9	91.9	0.0	0.0	6.1	42.6	31.8

Too few sample cases
NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table 2.08.—Total number of private school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by affiliation, NCES typology, and selected characteristics: 1999–2000

Affiliation, NCES typology, and selected characteristics	Total number of private schools	Total number of private school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists[1]	Average number of students per paid full-time or part-time certified library media specialist[1]	Average number of paid other library staff[2]
Total	27,223	17,054	20.2	0.2	404.0	0.5
Affiliation						
Catholic	8,102	7,097	23.8	0.3	440.7	0.5
Friends	78	71	22.3	0.3	406.2	1.0
Episcopal	379	318	36.3	0.4	317.1	0.5
Hebrew Day	231	146	13.6	0.1	402.8	0.4
Solomon Schechter	60	54	34.4	0.5	409.0	1.3
Other Jewish	400	247	32.6	0.4	281.7	0.4
Lutheran, Missouri Synod	1,100	779	5.2	0.1	424.3	0.4
Lutheran, Wisconsin Synod	358	174	#	0.0	#	0.2
Evangelical Lutheran	121	83	9.8	0.1	257.4	0.5
Other Lutheran	70	#	#	#	#	#
Seventh-Day Adventist	949	590	3.5	0.1	186.2	0.4
Christian Schools International	369	336	29.9	0.3	370.0	0.7
American Association of Christian Schools	996	463	10.5	0.1	403.8	0.5
Association of Christian Schools International	2,769	1,566	17.7	0.2	421.7	0.3
National Association of Private Schools for Exceptional Children	273	177	25.4	0.3	179.5	0.3
Montessori	900	474	8.9	0.1	133.4	0.2
Independent Schools	714	705	48.6	0.8	397.3	1.5
National Independent Private School Association	136	#	#	#	#	#
Other	9,217	3,705	15.3	0.2	379.3	0.5
NCES typology						
Catholic	8,102	7,097	23.8	0.3	440.7	0.5
Parochial	4,607	4,050	15.0	0.2	344.2	0.5
Diocesan	2,598	2,283	31.5	0.3	438.2	0.5
Private	897	763	48.0	0.5	605.6	0.7
Other religious	13,268	6,723	14.8	0.2	388.5	0.5
Conservative Christian	5,002	2,436	15.6	0.2	391.0	0.3
Affiliated	3,566	2,472	15.8	0.2	389.4	0.6
Unaffiliated	4,700	1,815	12.3	0.1	382.8	0.4
Nonsectarian	5,853	3,234	23.4	0.3	342.2	0.5
Regular	2,448	1,678	32.1	0.4	399.5	0.7
Special emphasis	2,166	931	10.6	0.1	293.8	0.4
Special education	1,239	625	19.1	0.2	123.3	0.4
All members of National Association of Independent Schools	1,002	803	49.8	0.7	372.4	1.3

See footnotes at end of table.

Table 2.08.—Total number of private school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by affiliation, NCES typology, and selected characteristics: 1999–2000—Continued

Affiliation, NCES typology, and selected charactenstics	Total number of private schools	Total number of private school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists[1]	Average number of students per paid full-time or part-time certified library media specialist[1]	Average number of paid other library staff[2]
Region						
Northeast	6,238	4,093	16.2	0.2	423.7	0.6
Midwest	7,484	4,948	19.8	0.2	381.4	0.4
South	8,296	5,130	28.2	0.3	408.0	0.5
West	5,206	2,883	12.1	0.1	413.0	0.6
Community type						
Central city	11,534	7,942	21.5	0.3	469.4	0.4
Urban fringe/large town	10,860	6,610	20.4	0.2	372.5	0.6
Rural/small town	4,829	2,501	15.4	0.2	223.0	0.5
School level						
Elementary	16,562	10,961	12.2	0.1	287.0	0.5
Secondary	2,583	1,955	48.7	0.6	524.1	0.7
Combined	8,078	4,138	27.8	0.4	440.3	0.5
Student enrollment						
Less than 100	11,564	4,473	4.8	0.1	58.5	0.2
100–199	6,097	4,270	13.1	0.1	143.8	0.5
200–499	7,516	6,375	24.9	0.3	323.9	0.6
500–749	1,258	1,183	43.7	0.5	552.3	0.8
750–999	491	492	71.8	0.9	742.7	1.0
1,000 or more	296	260	80.4	1.1	1126.5	1.2

Too few sample cases.

[1] Based on total headcounts.

[2] Other paid library staff includes headcounts of paid professional staff who are not certified as library media specialists and library aides or clerical staff.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Library Media Center Survey" and "Private School Survey."

Table 2.09.—Percentage of private school library media centers with selected equipment and services, by affiliation, NCES typology, and selected characteristics: 1999–2000

Affiliation, NCES typology, and selected characteristics	Total number of private school library media centers	Percentage of private school library media centers			
		With a telephone	With automated circulation	With connection to Internet	With distance learning
Total	17,054	53.2	29.0	60.6	8.3
Affiliation					
Catholic	7,097	53.8	33.1	63.4	9.1
Friends	71	81.8	30.4	65.6	5.7
Episcopal	318	70.5	46.9	76.8	5.3
Hebrew Day	146	37.8	7.5	28.8	7.5
Solomon Schechter	54	80.7	47.2	75.9	8.4
Other Jewish	247	62.2	34.3	57.6	4.8
Lutheran, Missouri Synod	779	45.1	25.5	47.2	7.3
Lutheran, Wisconsin Synod	174	50.2	3.9	38.8	8.4
Evangelical Lutheran	83	51.2	12.6	48.0	7.1
Other Lutheran	#	#	#	#	#
Seventh-Day Adventist	590	59.6	13.5	51.4	#
Christian Schools International	336	67.4	38.5	73.7	2.7
American Association of Christian Schools	463	38.6	10.7	48.9	8.1
Association of Christian Schools International	1,566	47.4	29.1	53.8	10.4
National Association of Private Schools for Exceptional Children	177	83.4	17.3	78.4	4.7
Montessori	474	58.3	8.4	40.8	#
Independent Schools	705	94.0	74.7	94.4	7.6
National Independent Private School Association	#	#	#	#	#
Other	3,705	43.9	20.5	59.4	9.2
NCES typology					
Catholic	7,097	53.8	33.1	63.4	9.1
Parochial	4,050	48.5	24.6	55.7	9.8
Diocesan	2,283	54.8	39.3	70.1	7.9
Private	763	78.2	59.0	83.6	9.2
Other religious	6,723	48.2	23.9	52.4	7.4
Conservative Christian	2,436	47.7	24.2	52.0	8.6
Affiliated	2,472	49.7	21.5	56.7	6.7
Unaffiliated	1,815	47.0	26.8	47.3	6.8
Nonsectarian	3,234	62.3	30.5	71.6	8.5
Regular	1,678	59.1	46.6	88.2	10.7
Special emphasis	931	63.1	13.8	51.7	6.1
Special education	625	69.4	11.9	56.8	6.2
All members of National Association of Independent Schools	803	94.8	71.6	94.7	6.5

See footnotes at end of table.

Table 2.09.—Percentage of private school library media centers with selected equipment and services, by affiliation, NCES typology, and selected characteristics: 1999–2000—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private school library media centers	Percentage of private school library media centers			
		With a telephone	With automated circulation	With connection to Internet	With distance learning
Region					
Northeast	4,093	44.7	23.9	62.6	7.8
Midwest	4,948	52.7	24.3	59.0	9.3
South	5,130	53.7	36.5	60.5	7.3
West	2,883	65.2	30.7	60.8	9.3
Community type					
Central city	7,942	56.2	31.6	64.0	8.4
Urban fringe/large town	6,610	52.1	30.1	58.9	8.3
Rural/small town	2,501	46.8	17.6	54.6	8.3
School level					
Elementary	10,961	45.3	22.9	55.1	7.3
Secondary	1,955	78.2	52.3	81.6	15.6
Combined	4,138	62.3	33.9	65.2	7.7
Student enrollment					
Less than 100	4,473	41.8	5.2	45.3	9.3
100–199	4,270	41.7	19.0	56.5	7.0
200–499	6,375	57.8	38.9	65.3	8.1
500–749	1,183	86.6	67.8	87.7	8.3
750–999	492	94.7	82.0	90.8	11.3
1,000 or more	260	94.8	82.7	95.7	14.6

Too few sample cases.
NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Library Media Center Survey."

Table 2.10.—Percentage of private school principals with experience in teaching, administration, or other selected positions before becoming principals, by affiliation, NCES typology, and selected characteristics: 1999–2000

Affiliation, NCES typology, and selected characteristics	Total number of private school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director
Total	26,231	87.4	35.2	27.0	44.2	10.9	3.6	22.5
Affiliation								
Catholic	8,102	98.6	46.8	32.4	52.5	7.0	2.7	20.6
Friends	77	90.5	36.4	19.5	49.7	4.7	5.6	16.4
Episcopal	374	95.7	45.7	43.5	54.2	18.3	5.0	27.9
Hebrew Day	255	100.0	34.2	39.0	56.2	9.7	#	#
Solomon Schechter	64	93.3	20.8	34.6	41.9	#	4.9	#
Other Jewish	396	90.1	39.9	47.3	47.9	11.4	#	#
Lutheran, Missouri Synod	1,088	98.7	25.7	12.5	39.3	4.8	4.4	58.2
Lutheran, Wisconsin Synod	352	58.4	23.2	13.0	20.3	7.8	#	49.6
Evangelical Lutheran	119	87.9	35.1	34.4	41.6	#	1.6	20.5
Other Lutheran	69	55.3	14.9	11.7	16.9	9.3	5.3	17.0
Seventh-Day Adventist	949	89.0	21.6	15.6	36.0	10.0	8.2	14.3
Christian Schools International	365	88.2	42.0	11.4	28.4	11.3	0.0	39.7
American Association of Christian Schools	964	77.8	27.8	23.7	32.2	17.5	#	36.7
Association of Christian Schools International	2,728	85.6	36.9	31.2	43.1	14.7	2.5	22.6
National Association of Private Schools for Exceptional Children	267	76.0	47.3	31.6	55.5	20.8	#	25.8
Montessori	885	76.4	19.2	33.5	40.4	2.1	3.6	6.2
Independent Schools	714	95.1	55.8	28.5	73.5	15.6	#	47.8
National Independent Private School Association	136	94.7	47.1	48.6	80.0	12.7	#	23.9
Other	8,327	77.9	26.3	22.0	37.2	13.9	4.1	18.1
NCES typology								
Catholic	8,102	98.6	46.8	32.4	52.5	7.0	2.7	20.6
Parochial	4,607	99.0	44.4	30.8	47.8	6.1	3.6	16.2
Diocesan	2,598	97.6	49.9	35.3	56.7	6.2	1.3	27.3
Private	897	99.5	49.9	31.8	64.5	13.8	1.9	24.4
Other religious	12,642	79.4	27.5	22.0	36.5	12.8	4.5	25.9
Conservative Christian	4,936	76.8	31.8	27.2	35.8	16.3	3.0	23.9
Affiliated	3,551	87.9	28.4	18.7	37.1	12.0	7.1	29.4
Unaffiliated	4,156	75.2	21.7	18.7	36.8	9.5	4.1	25.5
Nonsectarian	5,486	89.5	36.0	30.7	49.5	12.3	3.0	17.4
Regular	2,256	93.8	40.9	31.8	52.1	12.0	1.3	24.6
Special emphasis	2,003	82.3	28.2	28.0	39.4	11.5	3.0	11.0
Special education	1,227	93.4	39.7	33.3	61.3	14.2	6.1	14.7
All members of National Association of Independent Schools	845	96.0	54.7	31.7	72.7	21.9	1.3	44.4

See footnotes at end of table.

Table 2.10.—Percentage of private school principals with experience in teaching, administration, or other selected positions before becoming principals, by affiliation, NCES typology, and selected characteristics: 1999–2000—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director
Region								
Northeast	6,129	91.5	35.7	29.0	45.7	9.4	4.8	16.0
Midwest	7,061	85.9	30.3	20.4	37.6	6.9	3.1	26.6
South	7,964	86.2	37.2	28.0	43.4	10.8	2.5	21.6
West	5,077	86.6	38.5	32.5	52.6	18.6	4.7	26.2
Community type								
Central city	11,249	90.4	39.6	30.5	49.9	11.1	3.4	20.8
Urban fringe/large town	10,316	86.6	34.6	26.8	43.8	11.5	3.9	22.0
Rural/small town	4,666	82.0	26.2	19.3	31.3	9.3	3.7	27.7
School level								
Elementary	15,807	90.3	34.2	29.0	42.4	6.8	3.6	17.9
Secondary	2,628	95.6	51.1	32.0	63.1	17.5	1.5	37.7
Combined	7,796	78.9	32.1	21.4	41.3	17.0	4.3	26.7
Student enrollment								
Less than 100	10,869	78.0	24.5	22.9	32.8	11.5	4.7	16.9
100–199	5,718	90.5	36.6	26.4	45.1	10.7	3.6	22.0
200–499	7,534	96.4	44.6	33.0	53.6	9.5	2.8	27.6
500–749	1,285	96.2	52.4	31.4	62.4	13.7	0.9	34.6
750–999	525	97.2	56.4	23.6	75.8	12.2	#	40.1
1,000 or more	299	93.1	54.3	27.5	70.2	18.1	0.0	25.6

Too few sample cases.

NOTE: The estimated number of principals may be different than the estimated number of schools due to weighting. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Principal Survey."

Table 2.11.—Percentage distribution of private school teachers by age and average and median age of private school teachers, by affiliation and NCES typology: 1999–2000

Affiliation and NCES typology	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
Total	19.3	51.6	15.0	14.1	42.0	41.8
Affiliation						
Catholic	18.2	48.1	16.2	17.5	43.4	43.9
Friends	10.9	62.4	16.9	9.9	41.1	39.8
Episcopal	17.2	54.1	13.4	15.3	42.4	41.6
Hebrew Day	(*)	(*)	(*)	(*)	(*)	(*)
Solomon Schechter	18.5	45.5	19.6	16.5	43.0	45.8
Other Jewish	(*)	(*)	(*)	(*)	(*)	(*)
Lutheran, Missouri Synod	19.9	53.1	12.8	14.2	42.4	43.9
Lutheran, Wisconsin Synod	20.2	52.5	12.2	15.2	41.7	41.2
Evangelical Lutheran	15.5	55.5	14.0	15.1	42.8	42.6
Other Lutheran	14.3	44.7	9.4	31.7	44.5	45.1
Seventh-Day Adventist	12.4	50.1	16.1	21.4	44.6	46.3
Christian Schools International	24.7	53.0	13.7	8.7	40.2	41.0
American Association of Christian Schools	(*)	(*)	(*)	(*)	(*)	(*)
Association of Christian Schools International	14.6	57.5	16.2	11.6	42.1	42.0
National Association of Private Schools for Exceptional Children	22.4	51.2	18.3	8.2	41.3	41.3
Montessori	18.4	59.1	12.3	10.2	40.3	39.0
Independent Schools	15.5	52.3	17.5	14.8	42.8	43.5
National Independent Private School Association	27.3	39.8	19.7	13.2	40.7	39.9
Other	24.2	53.3	11.8	10.8	39.9	39.1
NCES typology						
Catholic	18.2	48.1	16.2	17.5	43.4	43.9
Parochial	18.5	48.6	15.4	17.5	43.3	43.9
Diocesan	17.7	49.4	16.8	16.2	43.1	43.8
Private Order	18.2	44.6	17.5	19.8	43.9	44.4
Other religious	20.1	53.8	13.6	12.4	41.2	41.6
Conservative Christian	16.4	57.6	15.2	10.8	41.7	42.1
Affiliated	21.1	50.4	14.7	13.8	41.5	41.7
Unaffiliated	24.2	52.3	10.4	13.1	40.3	40.5
Nonsectarian	19.6	53.2	15.4	11.8	41.2	40.9
Regular	16.7	53.2	16.8	13.3	41.8	41.6
Special emphasis	20.3	52.1	17.8	9.8	41.9	42.2
Special education	28.4	54.4	8.4	8.8	38.7	36.6
All members of National Association of Independent Schools	17.5	50.6	16.7	15.2	42.6	42.7

* The weighted overall teacher response rate was below 50 percent.
NOTE: Teachers include both full-time and part-time teachers. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Teacher Survey."

Table 2.12.—Percentage of full-time private school teachers who reported participating in various professional development activities in the past 12 months, by affiliation and NCES typology: 1999–2000

Affiliation and NCES typology	Total number of full-time private school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment[1]	Student discipline and management in the classroom	Any of listed activities
Total	365,682	43.1	48.3	62.3	52.1	38.8	39.9	88.7
Affiliation								
Catholic	137,521	45.0	55.9	65.5	67.7	46.3	38.2	93.7
Friends	1,491	53.7	46.4	58.8	54.2	38.0	25.6	91.2
Episcopal	8,782	50.4	51.7	66.5	63.2	32.4	33.4	92.1
Hebrew Day	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Solomon Schechter	1,757	52.1	42.3	81.7	67.1	37.3	44.1	92.9
Other Jewish	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Lutheran, Missouri Synod	12,982	36.1	45.8	61.2	55.4	33.9	42.2	92.7
Lutheran, Wisconsin Synod	1,926	43.8	45.3	64.5	53.8	30.7	37.9	90.9
Evangelical Lutheran	1,319	39.9	48.1	62.4	43.2	29.4	42.7	85.3
Other Lutheran	282	24.6	44.9	66.0	51.7	21.6	27.0	84.4
Seventh-Day Adventist	4,284	37.1	47.6	69.9	54.1	29.8	44.9	87.3
Christian Schools International	6,028	42.4	38.7	63.5	44.8	26.5	39.4	87.7
American Association of Christian Schools	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Association of Christian Schools International	38,452	38.0	47.2	65.9	28.4	30.2	47.9	87.2
National Association of Private Schools for Exceptional Children	3,652	56.2	42.5	64.1	36.1	43.6	63.8	96.5
Montessori	5,618	46.6	47.0	55.5	16.5	38.6	43.5	79.2
Independent Schools	36,648	53.7	47.7	61.1	59.8	35.5	22.6	90.7
National Independent Private School Association	1,538	40.1	43.4	67.7	40.5	41.1	30.7	81.5
Other	85,806	39.9	40.5	55.9	39.9	35.1	43.7	82.0
NCES typology								
Catholic	137,521	45.0	55.9	65.5	67.7	46.3	38.2	93.7
Parochial	64,742	47.7	59.1	67.6	67.4	47.1	43.1	94.9
Diocesan	45,258	42.0	54.4	63.5	69.3	46.3	38.8	93.8
Private Order	27,521	43.7	51.1	63.9	65.9	44.6	25.8	90.7
Other religious	135,128	38.1	42.8	61.1	38.4	33.1	44.6	83.3
Conservative Christian	54,201	33.7	44.1	63.9	27.2	32.2	49.1	83.8
Affiliated	41,953	42.0	43.2	60.2	48.0	33.4	38.6	86.3
Unaffiliated	38,974	39.9	40.4	58.0	43.6	34.0	44.8	79.4
Nonsectarian	93,033	47.5	44.9	59.3	48.8	36.0	35.7	89.1
Regular	57,199	45.0	43.2	55.6	56.5	32.6	25.6	87.6
Special emphasis	17,511	53.9	44.1	62.6	29.5	33.0	41.7	87.5
Special education	18,323	48.9	51.0	68.1	43.1	49.6	61.1	95.2
All members of National Association of Independent Schools	38,845	53.2	48.3	62.0	61.7	36.4	23.0	91.3

[1] Student assessment includes methods of testing, evaluation, and performance assessment.
[2] The weighted overall teacher response rate was below 50 percent.
NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Teacher Survey."

Table 2.13.—Average hours per week that full-time private school teachers were required to be at school and average hours worked outside regular school hours, by affiliation, NCES typology, and selected characteristics: 1999–2000

Affiliation, NCES typology, and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students[1]
Total	38.2	3.1	8.6
Affiliation			
Catholic	37.7	3.4	9.4
Friends	39.2	4.6	9.8
Episcopal	39.2	4.5	8.6
Hebrew Day	(2)	(2)	(2)
Solomon Schechter	37.6	3.1	9.6
Other Jewish	(2)	(2)	(2)
Lutheran, Missouri Synod	39.9	3.2	9.6
Lutheran, Wisconsin Synod	41.5	4.7	11.9
Evangelical Lutheran	37.7	2.9	9.9
Other Lutheran	37.5	2.7	13.6
Seventh-Day Adventist	39.4	3.7	9.8
Christian Schools International	39.2	2.6	8.3
American Association of Christian Schools	(2)	(2)	(2)
Association of Christian Schools International	38.7	2.3	8.5
National Association of Private Schools for Exceptional Children	36.3	2.3	7.2
Montessori	38.4	1.4	7.6
Independent Schools	39.5	4.3	8.5
National Independent Private School Association	38.9	3.4	6.5
Other	38.1	2.8	7.3
NCES typology			
Catholic	37.7	3.4	9.4
Parochial	37.6	2.5	9.5
Diocesan	37.6	3.4	9.3
Private	37.8	5.4	9.4
Other religious	38.6	2.9	8.3
Conservative Christian	38.5	2.6	8.0
Affiliated	38.8	3.3	8.7
Unaffiliated	39.1	2.9	8.3
Nonsectarian	38.2	3.2	7.7
Regular	38.3	3.8	8.1
Special emphasis	37.9	2.8	7.6
Special education	38.1	1.7	6.1
All members of National Association of Independent Schools	39.3	4.7	8.7

See footnotes at end of table.

Table 2.13.—Average hours per week that full-time private school teachers were required to be at school and average hours worked outside regular school hours, by affiliation, NCES typology, and selected characteristics: 1999–2000—Continued

Affiliation, NCES typology, and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students[1]
Region			
Northeast	36.9	3.2	8.7
Midwest	38.5	2.9	9.4
South	38.8	3.3	7.6
West	38.5	3.1	9.1
Community type			
Central city	38.3	3.2	8.7
Urban fringe/large town	38.1	3.1	8.6
Rural/small town	38.4	3.4	7.7
School level			
Elementary	38.1	2.2	8.9
Secondary	38.1	5.7	9.0
Combined	38.5	3.2	7.9
Student enrollment			
Less than 100	38.0	2.3	7.3
100–199	38.4	2.5	8.4
200–499	38.1	3.1	8.7
500–749	38.3	3.7	9.0
750–999	38.7	4.3	8.1
1,000 or more	38.0	4.9	10.3

[1] School-related activities not involving students include activities such as preparation, grading papers, parent conferences, and attending meetings.
[2] The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Teacher Survey."

Table 2.14.—Average class size and student/teacher ratios in private elementary schools, secondary schools, and schools with combined grades, by affiliation and NCES typology: 1999–2000

Affiliation, NCES typology, and school level	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio
Total	20.3	21.0	14.6	19.3	20.3	11.1	15.7	16.0	10.8
Affiliation									
Catholic	23.8	24.1	18.0	#	23.3	13.9	#	17.6	11.5
Friends	15.8	#	9.3	#	#	#	#	13.3	#
Episcopal	17.7	#	9.6	#	14.5	#	#	16.4	9.1
Hebrew Day	(*)	(*)	10.2	(*)	(*)	#	(*)	(*)	#
Solomon Schechter	17.3	#	8.7	†	#	#	#	#	#
Other Jewish	(*)	(*)	8.9	(*)	(*)	#	(*)	(*)	#
Lutheran, Missouri Synod	19.1	20.1	15.9	#	22.9	#	#	#	#
Lutheran, Wisconsin Synod	17.8	#	14.7	#	21.1	#	#	#	#
Evangelical Lutheran	17.8	20.3	13.5	†	#	#	#	#	#
Other Lutheran	15.9	#	13.0	†	#	#	#	#	#
Seventh-Day Adventist	16.0	#	11.8	†	16.3	#	#	#	12.6
Christian Schools International	18.6	23.7	14.4	#	24.2	#	#	19.0	#
American Association of Christian Schools	(*)	(*)	#	(*)	(*)	#	(*)	(*)	11.2
Association of Christian Schools International	17.4	#	13.2	#	16.8	#	16.8	17.3	11.6
National Association of Private Schools for Exceptional Children	#	#	#	#	#	#	7.8	#	8.5
Montessori	21.6	#	11.6	†	†	†	#	#	#
Independent Schools	#	#	#	#	12.1	6.9	17.0	15.5	8.3
National Independent Private School Association	15.3	#	#	#	#	#	#	#	#
Other	15.9	16.1	11.2	#	11.6	7.8	14.7	15.5	10.6
NCES typology									
Catholic	23.8	24.1	18.0	#	23.3	13.9	#	17.6	11.5
Parochial	24.3	24.7	18.3	#	23.1	13.7	#	#	#
Diocesan	22.9	24.1	17.9	#	23.5	14.6	#	#	#
Private	#	#	#		23.1	13.2	#	16.9	11.3
Other religious	17.3	17.5	13.4	#	17.0	9.9	16.5	16.4	11.8
Conservative Christian	17.3	15.8	13.0	#	18.2	#	16.0	16.3	11.0
Affiliated	17.8	19.0	12.2	#	19.0	9.4	18.4	17.7	12.0
Unaffiliated	16.9	16.4	14.6	#	14.4	8.6	15.9	15.3	13.2
Nonsectarian	17.2	16.5	9.9	#	11.4	7.9	14.1	15.4	8.3
Regular	17.8	16.7	9.7	#	12.6	8.3	17.5	16.5	9.5
Special emphasis	19.0	#	10.5	#	9.4	#	#	15.9	9.1
Special education	#	#	#	#	#	#	8.9	8.5	6.7
All members of National Association of Independent Schools	18.2	17.9	9.5	#	13.1	7.2	16.1	15.3	8.5

Too few sample cases.
† Not applicable.
* The weighted overall teacher response rate was below 50 percent.
NOTE: Teachers include both full-time and part-time teachers. Calculation of student/teacher ratios includes teachers with all types of assignments.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey" and "Private School Teacher Survey."

Table 2.15.—Percentage of private school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by affiliation, NCES typology, and selected characteristics: 1999–2000

Affiliation, NCES typology, and selected characteristics	Total number of private school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Total	449,057	0.9	1.0	0.3	3.9	2.2
Affiliation						
Catholic	164,679	0.8	0.5	0.2	2.0	0.7
Friends	1,980	0.0	0.0	0.0	1.4	0.1
Episcopal	10,522	#	#	#	2.0	0.7
Hebrew Day	(*)	(*)	(*)	(*)	(*)	(*)
Solomon Schechter	2,732	0.0	0.0	0.0	#	0.0
Other Jewish	(*)	(*)	(*)	(*)	(*)	(*)
Lutheran, Missouri Synod	15,510	#	#	0.0	2.8	0.4
Lutheran, Wisconsin Synod	2,696	#	0.0	0.0	1.1	0.0
Evangelical Lutheran	1,652	0.0	#	0.0	1.2	0.4
Other Lutheran	427	#	#	0.0	0.0	0.0
Seventh-Day Adventist	5,111	#	0.0	0.0	3.1	2.1
Christian Schools International	7,802	#	#	#	#	0.0
American Association of Christian Schools	(*)	(*)	(*)	(*)	(*)	(*)
Association of Christian Schools International	47,251	0.8	#	#	1.4	1.2
National Association of Private Schools for Exceptional Children	4,030	1.6	12.1	2.1	37.2	24.0
Montessori	6,827	#	#	#	2.1	2.0
Independent Schools	43,045	#	#	0.0	1.1	0.5
National Independent Private School Association	1,846	0.0	0.0	0.0	5.7	0.3
Other	105,002	1.2	2.6	0.4	9.8	5.9
NCES typology						
Catholic	164,679	0.8	0.5	0.2	2.0	0.7
Parochial	79,510	0.5	0.4	#	1.7	0.5
Diocesan	53,442	1.1	0.4	#	1.9	0.8
Private	31,727	0.9	0.7	0.0	2.7	0.9
Other religious	172,611	0.8	0.6	0.3	2.0	0.9
Conservative Christian	68,162	0.7	0.5	0.5	1.7	1.3
Affiliated	53,974	0.7	#	0.0	1.5	0.3
Unaffiliated	50,474	1.0	1.4	#	2.7	1.0
Nonsectarian	111,767	1.1	2.5	0.4	9.8	6.4
Regular	68,783	#	#	0.0	1.8	0.2
Special emphasis	22,256	0.8	0.7	#	6.6	5.4
Special education	20,728	4.2	11.5	2.2	39.8	28.3
All members of National Association of Independent Schools	46,325	0.9	#	#	1.0	0.6

See footnotes at end of table.

Table 2.15.—Percentage of private school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by affiliation, NCES typology, and selected characteristics: 1999–2000—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Region						
Northeast	113,695	1.3	1.9	0.4	5.5	4.0
Midwest	115,151	0.5	0.6	0.1	4.1	1.3
South	146,772	0.5	0.6	0.2	2.6	1.2
West	73,440	1.4	1.2	0.6	3.8	2.7
Community type						
Central city	211,192	1.0	0.8	0.3	3.3	2.0
Urban fringe/large town	185,714	0.7	1.3	0.3	4.5	2.6
Rural/small town	52,151	0.9	0.8	0.0	4.0	1.6
School level						
Elementary	218,114	0.5	0.6	0.2	2.2	1.2
Secondary	75,685	2.0	1.2	0.6	4.6	0.7
Combined	155,258	0.8	1.5	0.2	5.9	4.3
Student enrollment						
Less than 100	63,869	1.0	2.2	0.4	12.4	7.5
100–199	97,554	0.9	2.2	0.4	5.9	3.0
200–499	174,911	0.5	0.4	0.2	1.8	1.0
500–749	53,196	1.2	0.4	#	0.8	0.2
750–999	33,079	1.1	#	#	1.2	0.4
1,000 or more	26,448	1.4	#	#	#	0.0

Too few sample cases.

* The weighted overall teacher response rate was below 50 percent.

NOTE: Teachers include both full-time and part-time teachers. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Teacher Survey."

Section III: Public Charter Schools in the United States

This section presents data on public charter schools, public charter school teachers, public charter school principals, and public charter school library media centers from the 1999–2000 Schools and Staffing Survey (SASS). There were 1,010 public charter schools, 988 public charter school principals, and 17,477 public charter school teachers in the United States open during the 1998–99 school year and still open in school year 1999–2000. Some 266,721 students attended these public charter schools in 1999–2000 (table 3.01).

A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school. All schools open as a public charter school during the 1998–99 school year and still open in the 1999–2000 school year were surveyed. The public charter school sampling frame is based upon a list provided by the Office of Educational Research and Improvement (OERI) as described in *The State of Charter Schools 2000* (2000). See the technical notes in appendix B for a more detailed description of the population frame and response rates.

Not all states have public charter schools. The following states had public charter schools in 1998–99: Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, North Carolina, New Jersey, New Mexico, Nevada, Ohio, Pennsylvania, Rhode Island, South Carolina, Texas, and Wisconsin. Within these states, the number of public charter schools varied widely, from a minimum of 1 to a maximum of 207 schools in Arizona. Arizona, Michigan (135 schools), and California (133 schools) account for approximately 47 percent of all public charter schools.

Table 3.01.—Total number of public charter schools, principals, teachers, and students, by selected characteristics: 1999–2000

Selected characteristics	Schools	Principals	Teachers*	Students
Total	1,010	988	17,477	266,721
Region				
Northeast	108	106	2,113	24,608
Midwest	231	226	3,437	52,081
South	253	248	4,785	67,432
West	418	407	7,142	122,600
Community type				
Central city	537	520	8,271	139,307
Urban fringe/large town	324	322	7,519	108,807
Rural/small town	150	146	1,687	18,607
School level				
Elementary	586	574	10,604	158,801
Secondary	235	219	3,546	58,218
Combined	190	195	3,327	49,702
Student enrollment				
Less than 100	293	280	2,162	17,359
100–199	289	296	3,451	41,937
200–349	196	191	3,714	50,545
350–499	85	80	2,110	34,693
500 or more	147	141	6,040	122,187
School origin				
Newly created	744	710	11,127	166,060
Pre-existing public school	166	170	4,919	83,811
Pre-existing private school	100	108	1,430	16,849

* The number of teachers is a headcount.

NOTE: Public charter schools include all public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Twenty-two public charter schools reported that the school did not have a principal. The estimated number of principals may be different than the estimated number of schools due to weighting. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey," "Public Charter School Principal Survey," and "Public Charter School Teacher Survey."

Table 3.02.—Percentage of public charter schools with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience for public charter schools with a salary schedule, by selected characteristics: 1999–2000

Selected characteristics	Percentage of schools with a salary schedule	Bachelor's degree and no experience	Master's degree and no experience	Highest step on salary schedule
Total	62.2	$26,977	$30,083	$46,314
Region				
Northeast	52.1	29,684	32,518	53,422
Midwest	56.2	27,287	30,712	45,322
South	70.2	26,347	29,145	43,191
West	63.4	26,668	29,883	47,375
Community type				
Central city	59.2	27,136	30,447	45,831
Urban fringe/large town	65.2	27,647	30,647	48,825
Rural/small town	66.8	25,056	27,739	42,552
School level				
Elementary	63.1	27,217	30,232	47,035
Secondary	62.9	27,034	30,293	47,845
Combined	58.7	26,102	29,310	41,892
Student enrollment				
Less than 100	55.5	25,787	28,844	44,496
100–199	63.6	26,411	29,559	44,917
200–349	63.7	26,803	29,799	44,002
350–499	54.0	28,368	30,896	48,269
500 or more	75.7	29,282	32,755	53,089
School origin				
Newly created	56.8	26,662	29,612	44,895
Pre-existing public school	88.3	28,754	32,234	52,805
Pre-existing private school	59.2	24,804	28,097	40,305

NOTE: Public charter schools include all public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Teacher salary schedules are listings of the teacher salary levels offered by a school that are used to determine teacher salaries. Schedules are based on years of experience and degrees earned. Bachelor's degree and no experience was the lowest step offered as a response option on the questionnaire. Salary levels for teachers with a master's degree plus 30 credits and no experience and a master's degree and 20 years experience are not included due to low item response rates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table 3.03.—Percentage of public charter schools that required* various teacher qualifications when considering teacher applicants, by selected characteristics: 1999–2000

Selected characteristics	Total number of public charter schools	Full standard state certification in field to be taught	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
Total	1,010	51.8	50.4	45.0	47.3	35.3	17.3
Region							
Northeast	108	45.3	41.3	41.0	51.1	42.4	46.0
Midwest	231	71.7	74.5	56.4	48.5	39.1	9.6
South	253	42.4	45.1	44.5	40.6	37.4	22.6
West	418	48.1	42.5	40.0	49.7	29.9	11.0
Community type							
Central city	537	45.7	45.2	44.3	42.2	30.7	16.3
Urban fringe/large town	324	57.4	54.7	48.5	57.4	43.5	20.5
Rural/small town	150	61.4	59.7	39.9	43.7	33.6	14.2
School level							
Elementary	586	55.8	55.3	44.2	49.7	37.7	17.9
Secondary	235	50.3	45.0	48.1	45.9	32.8	18.2
Combined	190	41.2	41.8	43.6	41.8	30.8	14.4
Student enrollment							
Less than 100	293	55.6	57.5	41.0	39.6	28.7	14.1
100–199	289	45.7	45.8	41.8	43.4	33.2	13.8
200–349	196	48.6	39.9	48.2	45.1	33.7	18.2
350–499	85	58.4	55.2	48.7	56.7	39.0	20.5
500 or more	147	56.6	56.2	52.6	68.1	52.2	27.7
School origin							
Newly created	744	49.4	47.0	44.3	43.2	32.0	14.9
Pre-existing public school	166	69.6	66.2	52.2	72.4	53.0	29.8
Pre-existing private school	100	40.0	49.1	38.0	35.9	30.2	14.4

* The three response categories were: required; used but not required; not used.

NOTE: Public charter schools include all public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table 3.04.—Percentage of public charter elementary schools that offered a particular program or service, by selected characteristics: 1999–2000

Selected characteristics	Total number of public charter elementary schools	Programs with special instructional approaches*	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
All elementary schools	586	51.9	32.8	13.5	37.9	26.9	62.9
Region							
Northeast	70	38.5	9.0	21.3	39.4	49.8	82.9
Midwest	130	49.2	22.2	9.5	40.9	26.4	54.6
South	164	52.5	42.1	11.9	42.2	22.2	68.9
West	221	57.4	39.8	14.8	32.4	23.5	56.9
Community type							
Central city	317	49.8	24.8	14.1	39.8	26.9	69.3
Urban fringe/large town	200	52.4	44.6	13.3	36.6	31.5	62.3
Rural/small town	69	60.2	35.4	11.6	32.4	13.7	34.6
Student enrollment							
Less than 100	150	66.4	20.7	14.0	34.3	24.5	50.5
100–199	169	58.2	27.9	11.3	39.1	22.4	61.5
200–349	117	45.0	30.4	15.9	33.1	28.3	66.8
350–499	56	45.3	34.9	10.4	36.2	18.8	79.3
500 or more	94	30.4	62.5	15.9	48.3	42.1	70.1
School origin							
Newly created	423	50.7	26.0	13.3	37.7	27.5	58.1
Pre-existing public school	101	42.3	61.4	17.1	38.8	31.7	71.3
Pre-existing private school	62	76.0	32.8	9.2	37.1	15.5	81.7

* Examples of special instructional approaches include Montessori, self-paced instruction, open education, and ungraded classrooms.

NOTE: Public charter schools include all public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table 3.05.—Percentage of public charter secondary and combined schools that offered a particular program or service, by selected characteristics: 1999–2000

Selected characteristics	Total number of public charter secondary and combined schools	Programs with special instructional approaches*	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized Tech-Prep program(s)
All secondary and combined schools	424	59.0	31.3	13.6	56.2	24.2	28.7	30.5	1.4	28.3	20.3
Region											
Northeast	38	46.2	21.7	#	50.2	28.4	34.2	18.9	0.0	24.9	16.1
Midwest	101	57.6	22.6	9.0	54.4	20.4	25.9	23.5	0.0	29.1	22.3
South	88	60.7	41.8	11.4	56.7	34.2	26.8	35.6	5.1	25.0	19.0
West	197	61.4	32.9	18.4	58.1	21.0	30.0	34.2	#	30.0	20.7
Community type											
Central city	220	58.7	30.0	13.3	56.6	24.7	29.9	31.9	2.1	27.3	17.9
Urban fringe/large town	124	48.8	36.1	11.4	50.6	21.0	29.1	26.1	#	29.4	24.5
Rural/small town	81	75.2	27.3	17.8	63.7	27.9	24.9	33.6	0.0	29.1	20.6
School level											
Secondary	235	54.5	28.5	12.7	58.9	21.0	18.2	28.5	#	30.6	22.6
Combined	190	64.6	34.7	14.8	52.9	28.3	41.8	33.1	1.8	25.4	17.5
Student enrollment											
Less than 100	144	64.2	19.3	8.3	65.9	26.0	20.6	19.7	#	30.2	16.2
100–199	121	65.7	36.0	15.7	57.8	25.2	27.2	28.6	#	27.7	20.1
200–349	79	48.7	32.1	14.9	44.6	17.8	32.3	45.0	#	21.9	23.8
350–499	29	54.1	33.1	16.4	45.5	16.3	41.1	33.7	0.0	33.6	17.2
500 or more	52	47.5	51.1	20.0	49.3	31.3	42.6	41.6	0.0	30.9	28.5
School origin											
Newly created	321	58.9	29.1	14.5	53.8	23.0	29.0	30.8	1.1	28.8	20.4
Pre-existing public school	65	51.5	37.1	8.5	61.8	23.0	15.9	33.2	#	31.7	21.0
Pre-existing private school	38	73.0	39.3	15.2	66.9	36.5	48.3	24.1	#	18.4	18.5

Too few sample cases.

* Examples of special instructional approaches include Montessori, self-paced instruction, open education, and ungraded classrooms.

NOTE: Public charter schools include all public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table 3.06.—Number of public charter schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of public charter school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by selected characteristics: 1999–2000

Selected characteristics	Number of schools				Number of students*	
	Total number of public charter schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Total	1,010	542	901	625	116,478	91,597
Region						
Northeast	108	72	101	78	12,064	9,170
Midwest	231	130	208	150	24,012	19,893
South	253	150	234	204	33,780	30,628
West	418	190	358	193	46,622	31,905
Community type						
Central city	537	331	493	349	74,536	60,024
Urban fringe/large town	324	140	278	195	34,315	26,758
Rural/small town	150	71	130	81	7,627	4,815
School level						
Elementary	586	319	538	408	74,781	64,213
Secondary	235	121	204	112	24,307	14,727
Combined	190	102	159	105	17,390	12,657
Student enrollment						
Less than 100	293	135	260	166	7,914	5,713
100–199	289	162	250	169	17,994	13,736
200–349	196	102	174	107	22,506	15,942
350–499	85	51	79	59	14,375	10,447
500 or more	147	92	138	122	53,690	45,758
School origin						
Newly created	744	405	660	436	68,445	52,104
Pre-existing public school	166	91	155	135	40,483	34,214
Pre-existing private school	100	47	86	53	7,550	5,279

* Unlike most tables in this report, the number of students eligible and approved for free or reduced-price lunches includes prekindergarten students.

NOTE: Public charter schools include all public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table 3.07.—Percentage of public charter schools with various security measures, by selected characteristics: 1999–2000

Selected characteristics	Total number of public charter schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Total	1,010	91.1	84.4	1.5	4.7	13.1	17.3	11.9
Region								
Northeast	108	93.1	91.4	3.5	5.8	8.0	15.8	19.3
Midwest	231	91.0	79.8	1.4	4.0	10.9	21.9	13.0
South	253	92.4	92.0	2.6	7.1	19.9	21.2	16.5
West	418	90.0	80.5	#	3.4	11.5	12.7	6.5
Community type								
Central city	537	94.2	87.0	2.1	6.2	11.4	22.8	13.9
Urban fringe/large town	324	92.3	84.9	1.2	3.3	12.3	12.8	11.1
Rural/small town	150	77.5	74.2	0.0	2.3	21.1	7.2	6.2
School level								
Elementary	586	92.2	94.6	0.0	1.6	3.7	9.9	9.7
Secondary	235	89.2	60.8	4.4	11.0	27.4	36.0	16.0
Combined	190	90.2	82.0	2.4	6.6	24.4	16.9	13.3
Student enrollment								
Less than 100	293	84.7	75.4	1.9	4.0	13.2	11.1	7.9
100–199	289	92.3	83.3	1.1	4.3	16.3	13.3	10.1
200–349	196	94.1	91.7	1.8	5.5	12.5	16.1	11.1
350–499	85	97.1	87.3	#	4.1	10.9	30.3	15.0
500 or more	147	94.5	93.0	#	6.4	8.6	31.4	22.6
School origin								
Newly created	744	91.5	84.7	1.8	4.6	13.0	17.1	12.0
Pre-existing public school	166	92.4	79.9	0.0	5.4	13.1	19.2	15.1
Pre-existing private school	100	86.3	89.7	#	4.6	14.0	15.0	5.7

Too few sample cases.

NOTE: Public charter schools include all public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

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Table 3.08.—Total number of public charter school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by selected characteristics: 1999–2000

Selected characteristics	Total number of public charter schools	Total number of public charter school library media centers	For schools with library media centers: Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists[1]	Average number of students per paid full-time or part-time certified library media specialist[1]	Average number of paid other library staff[2]
Total	1,010	481	23.5	0.3	537.5	0.4
Region						
Northeast	108	55	11.5	0.2	219.5	0.3
Midwest	231	105	19.3	0.2	268.0	0.3
South	253	117	32.6	0.4	595.4	0.2
West	418	204	23.6	0.3	647.1	0.5
Community type						
Central city	537	228	18.9	0.2	633.4	0.3
Urban fringe/large town	324	173	31.4	0.4	540.3	0.5
Rural/small town	150	80	19.2	0.2	257.3	0.4
School level						
Elementary	586	309	26.0	0.3	530.7	0.4
Secondary	235	76	22.9	0.3	726.3	0.3
Combined	190	97	15.9	0.2	360.7	0.4
Student enrollment						
Less than 100	293	108	12.3	0.1	51.3	0.2
100–199	289	118	8.9	0.1	123.5	0.2
200-349	196	90	19.0	0.2	273.3	0.4
350-499	85	44	32.1	0.4	388.9	0.4
500 or more	147	120	48.1	0.6	840.0	0.6
School origin						
Newly created	744	324	14.4	0.2	270.7	0.4
Pre-existing public school	166	118	54.0	0.7	741.6	0.4
Pre-existing private school	100	39	#	0.1	#	0.2

Too few sample cases.

[1] Based on total headcounts.

[2] Other paid library staff includes headcounts of paid professional staff who are not certified as library media specialists and library aides or clerical staff.

NOTE: Public charter schools include public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table 3.09.—Percentage of public charter school principals with experience in teaching, administration, or other selected positions before becoming principals, by selected characteristics: 1999–2000

Selected characteristics	Total number of public charter school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
Total	988	89.3	41.8	34.1	55.4	10.6	2.7	22.8
Region								
Northeast	106	91.4	26.6	29.8	56.4	6.4	0.0	19.1
Midwest	226	90.5	36.4	27.1	47.2	10.9	#	28.3
South	248	83.2	45.2	34.4	58.5	11.1	4.4	14.8
West	407	91.9	46.7	38.9	57.7	11.3	3.6	25.5
Community type								
Central city	520	85.6	40.5	34.9	53.1	12.0	1.7	17.8
Urban fringe/large town	322	93.4	41.1	35.9	60.6	8.9	3.7	26.6
Rural/small town	146	93.9	48.2	27.3	51.8	9.3	3.8	32.0
School level								
Elementary	574	91.1	39.7	34.6	55.7	8.7	2.5	19.2
Secondary	219	83.8	40.9	30.1	57.4	15.5	2.0	27.6
Combined	195	90.4	49.1	37.3	52.0	10.8	4.0	27.7
Student enrollment								
Less than 100	280	84.6	37.1	26.2	45.0	10.8	3.6	22.8
100–199	296	87.5	44.1	38.6	51.7	12.0	3.7	21.8
200–349	191	92.0	45.9	33.7	61.8	9.1	#	21.0
350–499	80	89.1	31.3	39.8	60.5	13.6	#	20.7
500 or more	141	99.3	47.3	37.7	71.8	7.8	#	28.2
School origin								
Newly created	710	87.7	42.8	33.4	53.5	11.7	2.5	23.8
Pre-existing public school	170	96.8	42.0	35.2	65.9	7.2	2.6	24.0
Pre-existing private school	108	88.9	35.2	37.1	50.8	9.0	4.2	14.2

Too few sample cases.

NOTE: Public charter school principals include all principals at public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Twenty-two public charter schools reported that the school did not have a principal. The estimated number of principals may be different than the estimated number of schools due to weighting. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Principal Survey."

Table 3.10.—Percentage distribution of public charter school teachers by age and average and median age of public charter school teachers, by selected characteristics: 1999–2000

Selected characteristics	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
Total	33.1	50.9	9.9	6.2	37.4	34.6
Region						
Northeast	43.6	46.1	5.7	4.6	34.6	31.0
Midwest	42.1	45.5	8.7	3.7	35.3	31.3
South	31.0	49.0	11.5	8.5	38.3	36.4
West	27.1	56.2	10.5	6.2	38.5	37.6
Community type						
Central city	37.1	49.3	8.6	5.0	36.3	33.0
Urban fringe/large town	32.0	50.8	10.7	6.5	37.8	36.3
Rural/small town	18.6	59.1	12.1	10.2	40.4	40.6
School level						
Elementary	36.6	48.8	9.0	5.6	36.6	33.8
Secondary	24.2	56.2	11.4	8.2	39.2	37.9
Combined	31.5	52.0	10.9	5.7	38.0	36.6
Student enrollment						
Less than 100	27.3	57.4	7.3	8.1	38.4	37.5
100–199	34.0	49.1	9.9	7.1	37.5	34.6
200–349	32.9	50.7	10.8	5.6	36.8	34.1
350–499	37.7	45.9	11.2	5.3	36.6	34.1
500 or more	33.2	51.5	9.7	5.6	37.5	35.6
School origin						
Newly created	37.3	49.0	8.6	5.1	36.3	33.5
Pre-existing public school	23.3	55.4	13.2	8.2	39.9	38.8
Pre-existing private school	34.6	49.7	8.3	7.4	36.9	33.7

NOTE: Teachers include both full-time and part-time teachers. Public charter school teachers include all teachers at public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Table 3.11.—Percentage of full-time public charter school teachers who reported participating in various professional development activities in the past 12 months, by selected characteristics: 1999–2000

Selected characteristics	Total number of full-time public charter school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment*	Student discipline and management in the classroom	Any of listed activities
Total	15,147	55.2	64.5	72.5	56.9	60.8	53.5	94.4
Region								
Northeast	1,820	53.5	60.0	74.6	53.2	61.0	53.3	95.3
Midwest	3,100	55.9	65.3	72.5	59.5	56.2	65.8	95.5
South	4,207	60.5	64.3	76.5	59.2	61.6	51.9	95.5
West	6,020	51.7	65.6	69.0	55.1	62.5	48.3	92.7
Community type								
Central city	7,229	56.5	64.6	75.8	56.1	63.0	59.5	94.5
Urban fringe/large town	6,509	54.0	64.9	70.6	57.9	59.8	47.8	94.3
Rural/small town	1,409	54.4	62.2	63.8	56.6	54.0	48.8	94.2
School level								
Elementary	9,494	59.3	69.5	75.0	57.5	62.9	54.9	95.1
Secondary	2,962	45.2	53.7	65.7	59.1	56.0	47.1	92.4
Combined	2,691	51.9	58.9	70.8	52.2	58.7	55.5	94.0
Student enrollment								
Less than 100	1,790	48.9	59.0	72.8	57.5	60.6	57.5	93.6
100–199	2,956	51.0	59.5	69.1	52.8	55.5	55.0	91.5
200–349	3,193	50.3	59.4	69.0	49.8	54.9	53.1	92.0
350–499	1,899	53.6	61.0	68.7	55.8	58.5	55.7	94.6
500 or more	5,410	63.1	73.2	77.5	63.4	67.9	50.8	97.4
School origin								
Newly created	9,471	50.4	60.2	70.2	51.6	56.9	56.6	93.2
Pre-existing public school	4,408	66.8	75.9	77.8	68.6	71.2	43.6	97.3
Pre-existing private school	1,267	51.0	57.3	70.7	55.6	53.9	64.1	93.3

* Student assessment includes methods of testing, evaluation, and performance assessment.

NOTE: Public charter school teachers include all teachers at public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Table 3.12.—Average hours per week that full-time public charter school teachers were required to be at school and average hours worked outside regular school hours, by selected characteristics: 1999–2000

Selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students*
Total	39.5	3.1	9.1
Region			
Northeast	39.5	3.2	8.8
Midwest	40.4	3.1	9.8
South	40.0	2.9	8.0
West	38.7	3.1	9.6
Community type			
Central city	39.7	3.1	9.0
Urban fringe/large town	39.2	3.0	9.4
Rural/small town	39.5	3.4	7.8
School level			
Elementary	39.5	2.6	9.4
Secondary	39.0	4.3	8.2
Combined	40.0	3.3	8.9
Student enrollment			
Less than 100	39.5	2.7	7.8
100–199	39.9	3.4	8.8
200–349	39.4	2.8	9.2
350–499	39.4	3.0	9.6
500 or more	39.3	3.2	9.4
School origin			
Newly created	40.0	3.1	9.1
Pre-existing public school	38.2	3.3	9.3
Pre-existing private school	40.1	2.4	8.3

* School-related activities not involving students include activities such as preparation, grading papers, parent conferences, and attending meetings.

NOTE: Public charter school teachers include all teachers at public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Table 3.13.—Average class size and student/teacher ratios in public charter elementary schools, secondary schools, and schools with combined grades, by selected characteristics: 1999–2000

Selected characteristics	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio
Total	21.4	25.1	16.0	24.5	23.7	22.9	20.1	19.8	14.8
Region									
Northeast	19.7	#	13.8	#	24.8	35.4	#	20.0	11.1
Midwest	22.2	24.0	16.4	#	25.4	18.8	23.4	21.7	13.9
South	20.8	25.7	15.1	#	19.6	17.5	16.0	20.4	12.4
West	22.0	27.4	17.1	28.4	24.1	24.2	19.9	18.5	17.2
Community type									
Central city	21.4	25.5	16.1	26.1	23.5	24.0	21.0	21.3	14.4
Urban fringe/large town	21.9	25.8	16.3	#	23.9	20.2	20.2	18.6	15.9
Rural/small town	19.0	#	14.6	#	23.8	23.0	18.2	17.8	14.0
Student enrollment									
Less than 100	17.6	20.2	13.3	#	16.8	18.3	13.2	18.6	12.6
100–199	19.3	19.8	15.7	#	23.1	18.5	17.5	17.4	14.4
200–349	21.3	23.2	16.9	#	23.5	27.6	23.4	20.1	14.9
350–499	22.5	27.3	17.2	#	21.7	26.7	#	20.0	15.2
500 or more	23.2	31.6	18.9	#	29.3	41.5	22.2	21.9	19.6
School origin									
Newly created	21.4	23.0	16.0	24.8	22.6	24.5	18.7	19.7	14.6
Pre-existing public school	21.9	32.0	16.9	#	26.7	18.3	25.5	20.4	19.8
Pre-existing private school	19.8	#	14.2	#	19.5	16.0	#	19.9	11.7

Too few sample cases.

NOTE: Teachers include both full-time and part-time teachers. Public charter school teachers include all teachers at public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Calculation of student/teacher ratios includes teachers with all types of assignments.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey," and "Public Charter School Teacher Survey."

Table 3.14.—Percentage of public charter school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by selected characteristics: 1999–2000

Selected characteristics	Total number of public charter school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Total	17,477	3.2	4.8	0.4	10.8	4.9
Region						
Northeast	2,113	3.7	5.7	0.0	12.7	5.8
Midwest	3,437	5.2	9.2	0.5	13.2	7.1
South	4,785	2.2	4.5	#	11.8	6.1
West	7,142	2.6	2.6	0.6	8.4	2.9
Community type						
Central city	8,271	3.3	6.6	0.5	12.0	6.6
Urban fringe/large town	7,519	3.5	3.1	0.3	8.8	3.7
Rural/small town	1,687	0.9	3.9	0.0	13.5	2.1
School level						
Elementary	10,604	3.3	5.7	0.2	10.6	5.9
Secondary	3,546	3.1	2.8	1.0	11.9	1.1
Combined	3,327	2.8	4.0	#	10.3	5.9
Student enrollment						
Less than 100	2,162	4.6	8.6	0.8	15.5	5.9
100–199	3,451	3.3	5.4	0.6	12.6	6.1
200–349	3,714	2.2	5.3	0.3	12.0	4.1
350–499	2,110	0.8	3.1	#	11.5	4.3
500 or more	6,040	4.0	3.4	#	7.1	4.6
School origin						
Newly created	11,127	3.2	5.9	0.5	11.9	5.9
Pre-existing public school	4,919	3.3	2.5	#	7.9	3.1
Pre-existing private school	1,430	2.7	4.1	#	11.7	3.5

Too few sample cases.

NOTE: Teachers include both full-time and part-time teachers. Public charter school teachers include all teachers at public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Section IV: Bureau of Indian Affairs (BIA) Schools in the United States

This section presents data on all BIA-funded schools, all BIA-funded school principals, all BIA-funded school teachers, and all BIA-funded school library media centers from the 1999–2000 SASS. There were a total of 177 BIA-funded schools, 182 BIA-funded school principals, 3,564 BIA-funded teachers (table 4.01), and 153 BIA-funded school library media centers in the United States (table 4.06). These BIA-funded schools served 42,532 students in 1999–2000.[7]

The data reported in this section include all schools eligible for the Schools and Staffing Survey (SASS) based on their listing in the *1997–98 Office of Indian Education Programs: Education Directory* (Bureau of Indian Affairs 1998). These tables are based on responses from all of the Bureau of Indian Affairs (BIA)-funded schools eligible for the Schools and Staffing Survey, regardless of the questionnaire that was administered. Due to the fact that some states reported Bureau of Indian Affairs-funded schools to NCES' Common Core of Data, the public school universe, a decision had to be made as to how to handle these duplications. The decision was made that if a BIA-funded school was also found on the Common Core of Data (CCD), that school's respondents received only public school questionnaires. Similarly, if a BIA-funded school was also found on the charter school frame, that school's respondents received public charter school questionnaires. The remaining BIA-funded school's respondents received Indian school questionnaires. The BIA-funded schools that are in the public school frame are included in both the BIA school tables in this section and again in the traditional public school tables in section I. The BIA-funded schools that are in the public charter school frame are included both in the BIA tables in this section and again in the public charter school tables in section III. The weighted estimates for the schools, principals, and teachers that only received the Indian school questionnaires are presented in appendix C for those researchers using the restricted-use datafiles.

[7] See the technical notes in appendix B for an explanation of counts and more details about the BIA frame.

Table 4.01.—Total number of Bureau of Indian Affairs (BIA) schools, principals, teachers, and students, by selected characteristics: 1999–2000

Selected characteristics	Schools	Principals	Teachers*	Students
Total	177	182	3,564	42,532
Region				
Northeast	#	#	#	#
Midwest	62	65	1,434	13,047
South	#	11	#	#
West	102	102	1,920	27,072
Community type				
Central city	10	11	191	2,396
Urban fringe/large town	26	25	429	6,151
Rural/small town	140	146	2,945	33,985
School level				
Elementary	118	123	2,146	26,637
Secondary	35	35	768	7,732
Combined	24	23	650	8,164
Student enrollment				
Less than 100	29	28	274	2,017
100–499	135	139	2,663	31,713
500 or more	13	15	627	8,803

Too few sample cases.

* The number of teachers is a headcount.

NOTE: This table is based on responses from BIA-funded schools. The estimated number of principals may be different than the estimated number of schools due to weighting. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," "Public Charter School Survey," "Indian School Principal Survey," "Public School Principal Survey," "Public Charter School Principal Survey," "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table 4.02.—Percentage of Bureau of Indian Affairs (BIA) elementary schools that offered a particular program or service, by selected characteristics: 1999–2000

Selected characteristics	Total number of BIA elementary schools	Programs with special instructional approaches*	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
All elementary schools	118	32.8	84.0	23.1	68.1	59.8	40.3
Region							
Northeast	#	#	#	#	#	#	#
Midwest	35	21.1	97.1	30.8	80.2	70.8	49.1
South	#	#	#	#	#	#	#
West	74	38.7	81.6	20.8	61.2	53.0	34.3
Community type							
Central city	#	#	#	#	#	#	#
Urban fringe/large town	17	41.2	70.8	18.0	68.7	62.9	23.6
Rural/small town	96	32.0	87.6	24.2	70.5	61.3	42.2
Student enrollment							
Less than 100	17	32.7	59.2	#	55.2	36.1	34.2
100–499	96	33.6	87.5	27.3	69.7	61.8	40.4
500 or more	#	#	#	#	#	#	#

Too few sample cases.

* Examples of special instructional approaches include Montessori, self-paced instruction, open education, and ungraded classrooms.

NOTE: This table is based on responses from BIA-funded schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," and "Public Charter School Survey."

Table 4.03.—Percentage of Bureau of Indian Affairs (BIA) secondary and combined schools that offered a particular program or service, by selected characteristics: 1999–2000

Selected characteristics	Total number of BIA secondary and combined schools	Programs with special instructional approaches*	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized Tech-Prep program(s)
All secondary and combined schools	58	29.7	94.4	27.8	63.7	50.3	37.2	25.9	0.0	11.3	26.0
Region											
Northeast	0	†	†	†	†	†	†	†	†	†	†
Midwest	26	#	95.8	#	60.7	36.3	#	#	0.0	0.0	#
South	#	#	#	#	#	#	#	#	#	#	#
West	28	28.0	96.1	28.2	64.8	59.9	39.1	19.5	0.0	23.9	24.2
Community type											
Central city	#	#	#	#	#	#	#	#	#	#	#
Urban fringe/large town	#	#	#	#	#	#	#	#	#	#	#
Rural/small town	44	32.1	97.5	36.8	61.6	44.5	32.2	27.0	0.0	7.3	34.5
School level											
Secondary	35	30.3	100.0	24.0	64.4	49.0	40.1	33.7	0.0	15.7	14.7
Combined	24	28.8	86.1	33.5	62.8	52.3	32.8	14.1	0.0	#	42.9
Student enrollment											
Less than 100	#	#	#	#	#	#	#	#	#	#	#
100–499	39	30.5	94.3	28.5	61.6	54.3	41.6	32.9	0.0	5.9	24.3
500 or more	#	#	#	#	#	#	#	#	#	#	#

† Not applicable.
# Too few sample cases.
* Examples of special instructional approaches include Montessori, self-paced instruction, open education, and ungraded classrooms.
NOTE: This table is based on responses from BIA-funded schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," and "Public Charter School Survey."

Table 4.04.—Number of Bureau of Indian Affairs (BIA) schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of BIA school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by selected characteristics: 1999–2000

Selected characteristics	Number of schools				Number of students*	
	Total number of BIA schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Total	177	160	172	169	36,948	36,022
Region						
Northeast	#	#	#	#	#	#
Midwest	62	52	62	60	11,231	10,998
South	#	#	#	#	#	#
West	102	98	98	96	23,829	23,107
Community type						
Central city	10	#	#	#	#	#
Urban fringe/large town	26	22	23	22	4,586	4,417
Rural/small town	140	129	140	138	30,256	29,480
School level						
Elementary	118	111	116	115	23,527	23,025
Secondary	35	29	35	34	7,084	6,881
Combined	24	20	21	20	6,337	6,116
Student enrollment						
Less than 100	29	21	26	26	1,831	1,874
100–499	135	126	133	130	28,060	27,719
500 or more	13	12	13	12	7,057	6,429

Too few sample cases.

* Unlike most tables in this report, the number of students eligible and approved for free or reduced-price lunches includes prekindergarten students.

NOTE: This table is based on responses from BIA-funded schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," and "Public Charter School Survey."

Table 4.05.—Percentage of Bureau of Indian Affairs (BIA) schools with various security measures, by selected characteristics: 1999–2000

Selected characteristics	Total number of BIA schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Total	177	95.5	94.1	#	5.6	33.2	30.9	22.0
Region								
Northeast	#	#	#	#	#	#	#	#
Midwest	62	97.2	91.8	0.0	#	31.7	38.3	40.1
South	#	#	#	#	#	#	#	#
West	102	93.9	94.7	0.0	3.1	31.8	23.9	9.5
Community type								
Central city	10	80.1	89.8	0.0	0.0	30.7	31.0	#
Urban fringe/large town	26	96.2	100.0	0.0	#	20.5	30.0	12.5
Rural/small town	140	96.5	93.3	#	6.4	35.7	31.0	23.9
School level								
Elementary	118	96.6	95.9	#	4.7	17.9	19.7	14.7
Secondary	35	92.0	84.0	0.0	#	65.6	47.2	45.7
Combined	24	95.3	100.0	0.0	#	61.5	62.8	23.5
Student enrollment								
Less than 100	29	100.0	96.3	0.0	#	17.8	25.8	19.3
100–499	135	94.9	93.8	#	6.6	33.4	28.9	23.3
500 or more	13	92.5	92.1	0.0	0.0	64.2	61.5	#

Too few sample cases.
NOTE: This table is based on responses from BIA-funded schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," and "Public Charter School Survey."

Table 4.06.—Total number of Bureau of Indian Affairs (BIA) school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by selected characteristics: 1999–2000

Selected characteristics	Total number of BIA schools	Total number of BIA school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists[1]	Average number of students per paid full-time or part-time certified library media specialist[1]	Average number of paid other library staff[2]
Total	177	153	57.9	0.6	282.3	0.3
Region						
Northeast	#	#	#	#	#	#
Midwest	62	50	69.5	0.9	221.0	0.3
South	#	#	#	#	#	#
West	102	90	50.4	0.5	340.1	0.3
Community type						
Central city	10	#	#	#	#	#
Urban fringe/large town	26	21	55.1	0.6	303.8	0.1
Rural/small town	140	124	56.7	0.6	281.1	0.4
School level						
Elementary	118	103	49.1	0.6	246.3	0.3
Secondary	35	30	74.4	0.8	283.3	0.3
Combined	24	20	77.8	0.8	397.4	0.3
Student enrollment						
Less than 100	29	18	46.7	0.5	73.3	0.4
100–499	135	120	55.5	0.6	244.7	0.3
500 or more	13	14	92.7	1.1	610.8	0.2

Too few sample cases.

[1] Based on total headcounts.

[2] Other paid library staff includes headcounts of paid professional staff who are not certified as library media specialists and library aides or clerical staff.

NOTE: This table is based on responses from BIA-funded schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," "Public Charter School Survey," "Indian School Library Media Center Survey," and "Public School Library Media Center Survey."

Table 4.07.—Percentage of Bureau of Indian Affairs (BIA) school principals with experience in teaching, administration, or other selected positions before becoming principals, by selected characteristics: 1999–2000

Selected characteristics	Total number of BIA school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director
Total	182	98.7	56.0	33.9	61.5	12.8	3.6	39.0
Region								
Northeast	#	#	#	#	#	#	#	#
Midwest	65	97.9	55.0	25.5	57.7	14.3	#	52.1
South	11	100.0	54.8	27.2	36.1	0.0	#	36.6
West	102	99.0	58.6	40.0	66.5	13.7	#	32.4
Community type								
Central city	11	100.0	70.0	50.1	30.0	0.0	0.0	40.0
Urban fringe/large town	25	100.0	51.4	25.5	74.1	#	0.0	47.3
Rural/small town	146	98.3	55.7	34.1	61.6	15.2	4.5	37.6
School level								
Elementary	123	99.1	51.2	37.2	62.2	10.7	5.4	29.4
Secondary	35	96.2	61.7	26.6	66.4	16.7	0.0	68.8
Combined	23	100.0	72.7	27.2	49.8	18.2	0.0	45.3
Student enrollment								
Less than 100	28	100.0	67.1	32.6	59.6	#	#	48.2
100–499	139	98.3	51.3	32.5	60.9	12.7	4.0	37.6
500 or more	15	100.0	77.6	49.0	70.5	21.3	0.0	35.0

Too few sample cases.

NOTE: This table is based on responses from principals of BIA-funded schools. The estimated number of principals may be different than the estimated number of schools due to weighting. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Principal Survey," "Public School Principal Survey," and "Public Charter School Principal Survey."

Table 4.08.—Percentage distribution of Bureau of Indian Affairs (BIA) school teachers by age and average and median age of BIA school teachers, by selected characteristics: 1999–2000

Selected characteristics	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median Age
Total	11.2	56.3	14.5	18.0	44.7	45.2
Region						
Northeast	#	#	#	#	#	#
Midwest	16.3	57.7	13.5	12.6	42.3	41.5
South	#	#	#	#	#	#
West	6.8	56.5	16.1	20.6	46.5	46.3
Community type						
Central city	#	56.8	12.7	26.0	45.0	44.6
Urban fringe/large town	6.6	51.2	7.7	34.4	47.2	46.4
Rural/small town	12.3	57.0	15.6	15.1	44.3	44.5
School level						
Elementary	10.8	51.8	16.0	21.5	45.6	45.7
Secondary	11.7	63.0	10.6	14.6	43.3	42.4
Combined	12.1	63.2	14.2	10.6	43.5	44.0
Student enrollment						
Less than 100	3.7	44.5	8.4	43.4	48.5	49.7
100–499	12.4	56.2	15.9	15.5	44.1	43.6
500 or more	9.5	61.6	11.1	17.8	45.7	46.2

Too few sample cases.

NOTE: Teachers include both full-time and part-time teachers. This table is based on responses from teachers in BIA-funded schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table 4.09.—Percentage of full-time Bureau of Indian Affairs (BIA) school teachers who reported participating in various professional development activities in the past 12 months, by selected characteristics: 1999–2000

Selected characteristics	Total number of full-time BIA school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment*	Student discipline and management in the classroom	Any of listed activities
Total	3,298	55.8	64.6	67.0	62.2	63.8	51.7	93.0
Region								
Northeast	#	#	#	#	#	#	#	#
Midwest	1,340	44.9	58.9	57.9	62.2	54.2	53.1	88.1
South	#	#	#	#	#	#	#	#
West	1,801	64.2	68.3	71.5	62.4	72.0	50.2	96.1
Community type								
Central city	183	44.5	62.7	66.9	62.0	54.0	53.5	93.5
Urban fringe/large town	397	68.8	75.7	57.6	85.2	76.9	53.1	97.7
Rural/small town	2,718	54.7	63.1	68.4	58.8	62.6	51.3	92.3
School level								
Elementary	1,944	59.1	67.1	69.9	62.5	67.6	52.7	96.1
Secondary	747	51.0	61.5	60.1	68.8	59.8	52.3	94.5
Combined	607	51.3	60.2	66.3	53.1	56.7	47.5	81.5
Student enrollment								
Less than 100	254	66.7	78.6	52.4	83.2	74.4	75.1	96.9
100–499	2,432	54.5	62.9	67.7	63.3	60.8	48.8	92.4
500 or more	612	56.7	65.1	70.3	49.0	71.6	53.5	94.1

Too few sample cases.

* Student assessment includes methods of testing, evaluation, and performance assessment.

NOTE: This table is based on responses from teachers in BIA-funded schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table 4.10.—Average hours per week that full-time Bureau of Indian Affairs (BIA) school teachers were required to be at school and average hours worked outside regular school hours, by selected characteristics: 1999–2000

Selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students*
Total	39.9	3.2	6.8
Region			
Northeast	#	#	#
Midwest	40.1	2.9	6.0
South	#	#	#
West	39.9	3.5	7.3
Community type			
Central city	40.2	4.4	8.0
Urban fringe/large town	39.9	2.9	7.6
Rural/small town	39.9	3.1	6.6
School level			
Elementary	39.9	3.0	6.6
Secondary	40.4	4.3	7.4
Combined	39.7	2.4	6.7
Student enrollment			
Less than 100	39.9	2.7	6.4
100–499	40.0	3.3	7.3
500 or more	39.9	2.8	4.9

Too few sample cases.

* School-related activities not involving students include activities such as preparation, grading papers, parent conferences, and attending meetings.

NOTE: This table is based on responses from teachers in BIA-funded schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table 4.11.—Average class size and student/teacher ratios in Bureau of Indian Affairs (BIA) elementary schools, secondary schools, and schools with combined grades, by selected characteristics: 1999–2000

Selected characteristics	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio
Total	18.0	18.9	13.6	#	16.5	11.4	18.0	14.3	11.1
Region									
Northeast	#	#	#	†	†	†	†	†	†
Midwest	16.5	#	11.1	#	15.6	10.8	#	#	#
South	#	#	#	†	#	#	†	#	#
West	18.9	#	15.2	#	17.3	12.3	18.5	15.6	13.0
Community type									
Central city	#	#	#	†	#	#	†	†	#
Urban fringe/large town	#	#	14.4	#	#	#	#	#	#
Rural/small town	18.5	19.4	13.6	#	16.2	11.0	18.0	14.3	11.1
Student enrollment									
Less than 100	#	#	10.2	#	#	#	#	#	#
100-499	18.5	19.6	14.1	#	16.7	12.2	17.5	13.9	10.6
500 or more	18.6	#	#	†	#	#	#	#	#

Too few sample cases.

† Not applicable.

NOTE: Teachers include both full-time and part-time teachers. This table is based on responses from teachers in BIA-funded schools. Calculation of student/teacher ratios includes teachers with all types of assignments.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," "Public Charter School Survey," "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table 4.12.—Percentage of Bureau of Indian Affairs (BIA) school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by selected characteristics: 1999–2000

Selected characteristics	Total number of BIA school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Total	3,564	7.4	11.7	1.3	12.6	6.3
Region						
Northeast	#	#	#	#	#	#
Midwest	1,434	7.6	16.8	0.8	16.9	7.5
South	#	#	#	#	#	#
West	1,920	7.8	8.7	1.9	10.0	5.4
Community type						
Central city	191	10.7	18.6	0.0	12.5	#
Urban fringe/large town	429	7.7	#	#	10.0	6.1
Rural/small town	2,945	7.1	12.4	1.2	13.0	6.2
School level						
Elementary	2,146	6.6	12.7	1.4	12.1	7.8
Secondary	768	10.3	11.6	1.5	12.9	4.0
Combined	650	6.6	8.7	#	13.9	4.0
Student enrollment						
Less than 100	274	#	11.3	#	16.4	#
100–499	2,663	9.2	12.9	1.5	13.0	7.5
500 or more	627	1.5	6.8	#	9.5	2.4

Too few sample cases.

NOTE: Teachers include both full-time and part-time teachers. This table is based on responses from teachers in BIA-funded schools. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Appendix A: Standard Error Tables

Standard Error Tables for Public School Districts, Schools, Principals, Teachers, and School Library Media Centers

Table A1.01.—Standard errors for total number of public school districts, schools, principals, teachers, and students, by state: 1999–2000 (table 1.01)

State	Districts	Schools	Principals	Teachers	Students
50 States and DC	76.5	284.9	327.1	19,454.0	322,975.3
Alabama	1.7	15.4	15.4	1,675.5	25,897.5
Alaska	1.1	5.5	6.0	280.8	4,363.3
Arizona	11.3	22.2	22.4	1,938.4	34,313.8
Arkansas	3.4	2.9	9.2	807.3	13,063.7
California	21.2	72.4	64.7	8,103.8	168,981.1
Colorado	7.0	10.9	10.3	1,417.7	24,651.9
Connecticut	2.3	5.3	7.3	1,636.9	21,772.1
Delaware	0.0	10.6	10.2	902.3	14,368.1
District of Columbia	0.0	1.3	1.3	121.3	1,659.4
Florida	1.2	36.7	41.8	5,066.9	90,624.5
Georgia	0.9	32.5	32.8	2,742.8	37,964.3
Hawaii	0.0	1.8	1.7	222.4	4,304.0
Idaho	1.2	5.7	11.7	207.6	3,380.2
Illinois	46.0	50.0	58.4	3,802.5	53,282.4
Indiana	11.5	28.4	27.8	1,325.4	22,045.7
Iowa	1.6	18.3	19.5	934.5	16,352.1
Kansas	6.0	21.7	22.0	783.4	12,414.2
Kentucky	1.4	28.4	29.5	1,134.3	16,931.6
Louisiana	0.7	25.6	25.6	2,098.3	36,480.9
Maine	4.9	5.7	5.4	592.0	8,008.0
Maryland	0.3	7.4	5.0	1,421.7	18,004.4
Massachusetts	4.5	29.1	29.2	2,539.7	32,377.4
Michigan	13.4	62.1	75.9	4,333.0	78,287.4
Minnesota	2.9	123.6	124.9	4,133.3	55,652.5
Mississippi	1.9	6.4	11.0	977.7	16,054.3
Missouri	1.0	65.1	64.7	1,967.1	23,363.9
Montana	15.9	5.1	19.4	364.0	4,936.0
Nebraska	23.5	33.1	34.9	810.3	12,495.4
Nevada	0.0	7.6	7.4	710.8	14,282.9
New Hampshire	3.6	5.0	10.7	603.5	8,256.9
New Jersey	8.9	20.3	17.9	2,148.4	26,145.7
New Mexico	1.4	5.9	17.2	866.8	13,913.7
New York	14.3	19.2	26.8	5,519.9	83,742.5
North Carolina	3.4	25.7	26.1	2,592.5	34,684.9
North Dakota	5.0	5.9	6.8	358.3	4,828.3
Ohio	20.6	63.8	81.5	4,145.9	67,871.2
Oklahoma	13.7	5.6	6.6	1,644.1	23,223.1
Oregon	2.1	33.6	34.2	1,475.4	26,497.7
Pennsylvania	4.9	55.6	57.2	4,490.3	69,023.0
Rhode Island	0.2	3.8	3.6	296.7	3,552.9
South Carolina	7.1	15.6	16.2	1,377.8	19,617.8
South Dakota	1.4	8.1	13.1	372.0	6,599.5
Tennessee	1.1	21.1	22.1	2,258.9	39,134.2
Texas	2.4	66.4	79.9	8,961.7	143,368.2
Utah	0.6	8.1	13.4	934.5	20,579.9
Vermont	9.9	8.0	11.4	450.8	6,249.7
Virginia	7.5	120.0	119.9	5,065.7	71,378.1
Washington	1.8	17.2	23.1	1,742.6	39,429.0
West Virginia	0.0	14.8	14.9	634.8	7,436.7
Wisconsin	9.3	51.6	51.7	2,962.5	43,234.1
Wyoming	1.0	9.0	9.0	309.1	4,370.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "School District Survey," "Public School Survey," "Public School Principal Survey," and "Public School Teacher Survey."

Table A1.02.—Standard errors for percentage of public school districts with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience for public school districts with a salary schedule, by state: 1999–2000 (table 1.02)

State	Percentage of districts with a salary schedule	Bachelor's degree and no experience	Master's degree and no experience	Master's degree plus 30 credits and no experience	Master's degree and 20 years experience	Highest step on salary schedule
50 States and DC	0.29	$61.7	$68.3	$84.5	$173.0	$213.2
Alabama	0.00	51.4	28.3	119.8	139.2	131.8
Alaska	0.00	215.1	187.7	162.1	309.7	343.0
Arizona	1.13	223.5	348.2	367.2	604.8	883.5
Arkansas	0.00	198.9	168.1	207.1	204.5	369.9
California	0.00	249.3	288.3	314.5	657.9	623.9
Colorado	0.00	220.2	258.6	251.3	533.8	943.3
Connecticut	0.00	252.1	318.0	428.3	833.7	1,234.1
Delaware	0.00	0.0	0.0	0.0	0.0	0.0
District of Columbia	0.00	0.0	0.0	0.0	0.0	0.0
Florida	0.00	139.9	391.5	365.6	310.3	412.5
Georgia	1.93	141.7	134.7	350.4	379.2	637.4
Hawaii	0.00	0.0	0.0	0.0	0.0	0.0
Idaho	0.00	59.4	126.3	235.0	325.3	201.5
Illinois	0.26	357.9	419.0	535.8	1,064.1	1,479.9
Indiana	0.56	189.0	211.7	214.6	414.9	374.2
Iowa	0.00	103.9	97.4	234.3	207.2	262.8
Kansas	1.20	135.7	141.0	185.3	222.2	280.3
Kentucky	0.21	90.7	136.2	153.9	242.6	373.5
Louisiana	0.00	80.8	80.9	81.0	100.8	134.8
Maine	0.46	166.4	205.4	211.0	412.6	397.2
Maryland	0.00	116.0	134.5	144.2	194.8	261.4
Massachusetts	0.00	228.5	297.0	319.6	584.8	862.5
Michigan	1.22	194.3	242.1	383.9	443.3	544.7
Minnesota	0.00	119.3	159.6	227.9	338.1	462.5
Mississippi	0.00	67.5	70.5	70.9	108.3	133.0
Missouri	0.00	243.6	245.2	334.3	555.6	752.5
Montana	4.44	190.3	298.9	306.3	441.9	510.7
Nebraska	5.29	156.0	313.2	354.4	364.7	421.4
Nevada	0.00	0.0	0.0	0.0	0.0	0.0
New Hampshire	1.25	305.3	355.4	608.0	520.0	535.9
New Jersey	0.62	503.0	561.9	651.6	1,178.7	1,311.0
New Mexico	0.00	263.2	310.8	431.7	350.9	511.5
New York	1.93	396.2	522.6	605.0	1,241.9	1,400.6
North Carolina	0.00	20.0	27.0	88.0	185.0	280.5
North Dakota	4.32	59.0	116.8	184.3	219.0	278.4
Ohio	0.00	175.2	207.0	250.0	413.9	454.9
Oklahoma	0.94	59.8	65.8	169.1	98.4	139.1
Oregon	0.00	186.3	303.2	480.1	293.5	313.1
Pennsylvania	0.00	261.9	381.6	466.2	657.6	875.2
Rhode Island	0.00	11.8	36.0	28.8	74.7	71.3
South Carolina	0.00	73.5	81.8	84.8	142.6	171.2
South Dakota	3.11	83.5	238.8	351.3	378.2	307.7
Tennessee	0.00	107.1	140.9	184.6	409.1	462.9
Texas	1.00	122.8	153.6	194.7	128.2	163.4
Utah	0.00	70.1	89.3	190.6	144.7	245.6
Vermont	4.37	172.4	265.7	318.4	452.8	521.0
Virginia	0.00	195.6	243.3	301.3	506.1	739.0
Washington	0.00	34.7	59.4	67.0	95.2	38.5
West Virginia	0.00	0.0	0.0	0.0	0.0	0.0
Wisconsin	0.00	114.0	218.0	313.2	517.5	601.3
Wyoming	0.00	34.4	36.0	41.3	71.3	71.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "School District Survey."

Table A1.03.—Standard errors for percentage of public school districts with various types of school choice policies and the number of students enrolled in districts from outside their home districts, by state: 1999–2000 (table 1.03)

State	Total number of public school districts	Percentage of districts with this district policy: Students from this district can enroll in another school within this district	Percentage of districts with this district policy: Students can enroll in another school in another district at no cost	Percentage of districts with this district policy: Students from other districts can enroll in this district at no cost	Total number of students enrolled in districts from outside their home districts
50 States and DC	76.5	0.59	0.73	0.82	16,046.5
Alabama	1.7	2.39	2.90	4.39	2,087.1
Alaska	1.1	2.60	2.69	2.71	622.5
Arizona	11.3	4.08	5.51	4.27	2,075.6
Arkansas	3.4	3.54	5.38	4.93	407.4
California	21.2	3.92	5.26	5.13	11,336.5
Colorado	7.0	4.22	5.62	2.87	1,427.2
Connecticut	2.3	0.32	4.53	4.88	190.3
Delaware	0.0	0.00	0.00	0.00	0.0
District of Columbia	0.0	†	†	†	†
Florida	1.2	4.84	5.16	4.59	233.6
Georgia	0.9	4.82	2.14	2.69	1,106.0
Hawaii	0.0	†	†	†	†
Idaho	1.2	2.75	4.90	3.19	298.7
Illinois	46.0	1.53	0.00	0.37	1,723.3
Indiana	11.5	2.93	#	#	#
Iowa	1.6	2.47	1.60	1.48	709.8
Kansas	6.0	3.12	3.15	3.34	789.0
Kentucky	1.4	2.27	3.98	4.08	906.8
Louisiana	0.7	1.17	0.17	1.10	4.5
Maine	4.9	4.09	4.81	2.11	69.4
Maryland	0.3	4.89	0.00	#	#
Massachusetts	4.5	3.96	4.56	5.08	2,492.4
Michigan	13.4	4.44	3.44	3.55	3,629.2
Minnesota	2.9	3.79	2.55	2.31	1,795.2
Mississippi	1.9	1.33	0.75	1.36	107.8
Missouri	1.0	1.93	2.38	2.87	2,476.8
Montana	15.9	2.94	5.55	4.79	527.1
Nebraska	23.5	7.66	4.84	4.84	1,132.8
Nevada	0.0	0.00	0.00	0.00	0.0
New Hampshire	3.6	3.34	#	#	#
New Jersey	8.9	1.31	1.87	4.66	2,528.6
New Mexico	1.4	4.88	5.49	3.72	327.3
New York	14.3	1.47	0.87	3.21	1,076.8
North Carolina	3.4	4.75	3.75	3.51	250.1
North Dakota	5.0	3.63	3.45	3.28	#

See footnotes at end of table.

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Table A1.03.—Standard errors for percentage of public school districts with various types of school choice policies and the number of students enrolled in districts from outside their home districts, by state: 1999–2000 (table 1.03)—Continued

State	Total number of public school districts	Percentage of districts with this district policy: Students from this district can enroll in another school within this district	Students can enroll in another school in another district at no cost	Students from other districts can enroll in this district at no cost	Total number of students enrolled in districts from outside their home districts
Ohio	20.6	3.72	3.88	3.69	2,872.9
Oklahoma	13.7	2.80	7.01	5.90	3,097.6
Oregon	2.1	2.16	5.29	4.46	255.3
Pennsylvania	4.9	1.74	0.79	#	#
Rhode Island	0.2	#	#	0.00	0.0
South Carolina	7.1	2.02	#	0.68	33.4
South Dakota	1.4	2.55	1.68	1.71	202.2
Tennessee	1.1	4.05	5.73	4.41	1,467.0
Texas	2.4	0.94	4.21	4.29	3,324.6
Utah	0.6	3.44	2.73	2.82	104.2
Vermont	9.9	3.74	4.93	3.40	623.0
Virginia	7.5	3.17	4.78	3.07	300.9
Washington	1.8	4.04	2.74	2.90	6,283.1
West Virginia	0.0	0.00	0.00	0.00	0.0
Wisconsin	9.3	4.80	2.19	2.36	747.8
Wyoming	1.0	1.37	1.71	1.00	20.6

† Not applicable.
# Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "School District Survey."

Table A1.04.—Standard errors for percentage of public school districts that required various teacher qualifications when considering teacher applicants, by state: 1999–2000 (table 1.04)

State	Total number of public school districts	Full standard state certification in field to be taught	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on local DISTRICT test of basic skills or subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
50 States and DC	76.5	0.65	0.84	1.04	0.79	1.02	0.56	0.73
Alabama	1.7	2.87	2.51	2.83	1.21	1.21	#	#
Alaska	1.1	4.21	3.04	3.20	3.55	3.45	#	3.56
Arizona	11.3	6.59	7.68	7.61	8.66	8.67	2.81	0.97
Arkansas	3.4	4.23	3.92	4.50	4.53	4.96	#	4.66
California	21.2	5.97	6.15	5.53	2.64	7.06	6.23	5.67
Colorado	7.0	4.76	4.80	4.48	6.25	6.78	#	1.58
Connecticut	2.3	0.02	5.18	4.31	1.26	1.59	0.00	1.49
Delaware	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
District of Columbia	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Florida	1.2	4.01	1.40	3.49	4.26	4.99	0.52	1.74
Georgia	0.9	3.15	3.35	3.43	3.37	2.95	0.65	2.29
Hawaii	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Idaho	1.2	2.92	3.86	3.81	2.96	2.93	#	#
Illinois	46.0	3.12	3.79	5.41	3.10	2.83	#	1.78
Indiana	11.5	3.07	4.02	3.13	2.19	3.19	2.01	4.44
Iowa	1.6	3.46	2.24	3.63	1.75	#	0.00	0.00
Kansas	6.0	2.10	3.41	3.44	3.02	3.70	#	1.78
Kentucky	1.4	5.98	5.65	6.06	5.39	5.01	0.00	5.69
Louisiana	0.7	1.86	1.46	1.79	0.96	0.98	#	1.93
Maine	4.9	3.25	5.16	4.53	4.60	4.46	1.70	4.87
Maryland	0.3	4.89	3.01	2.83	6.08	4.63	0.00	5.93
Massachusetts	4.5	2.91	5.62	6.42	3.60	4.97	#	0.00
Michigan	13.4	1.94	3.48	2.84	4.45	4.30	1.54	1.79
Minnesota	2.9	1.91	2.97	2.58	4.30	4.17	0.97	4.82
Mississippi	1.9	2.00	3.05	1.92	2.85	2.69	1.44	1.68
Missouri	1.0	6.02	4.71	5.59	5.45	5.47	1.83	4.56
Montana	15.9	2.45	3.59	3.01	4.81	5.04	3.60	3.17
Nebraska	23.5	3.75	3.34	7.33	5.93	3.46	2.86	1.62
Nevada	0.0	0.00	0.00	0.00	0.00	0.00	#	0.00
New Hampshire	3.6	4.38	6.73	7.38	8.72	8.51	#	6.82
New Jersey	8.9	4.80	7.38	6.94	6.69	7.06	0.77	7.50
New Mexico	1.4	3.72	3.12	4.41	3.35	5.67	2.33	6.41
New York	14.3	0.93	4.01	4.32	2.50	3.11	1.24	2.26
North Carolina	3.4	4.68	4.26	4.65	5.13	5.10	#	5.31
North Dakota	5.0	0.83	2.78	2.18	3.61	#	0.00	0.00

See footnotes at end of table.

Table A1.04.—Standard errors for percentage of public school districts that required various teacher qualifications when considering teacher applicants, by state: 1999–2000 (table 1.04)—Continued

State	Total number of public school districts	Full standard state certification in field to be taught	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on local DISTRICT test of basic skills or subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
Ohio	20.6	1.33	4.11	4.54	4.94	4.78	1.36	4.23
Oklahoma	13.7	4.01	5.16	5.07	2.77	2.02	1.29	2.03
Oregon	2.1	5.21	4.20	4.11	4.45	4.94	0.85	2.70
Pennsylvania	4.9	5.29	4.19	5.59	4.43	5.22	4.39	6.10
Rhode Island	0.2	0.05	1.09	1.09	1.02	1.03	0.00	1.09
South Carolina	7.1	2.51	1.94	4.29	4.30	3.74	0.00	0.00
South Dakota	1.4	2.78	2.59	3.44	1.21	1.21	0.00	0.00
Tennessee	1.1	2.95	2.66	4.31	4.63	5.19	2.42	3.40
Texas	2.4	3.31	2.99	3.93	3.90	2.46	1.08	1.49
Utah	0.6	0.52	2.50	3.08	#	#	0.00	0.00
Vermont	9.9	0.88	5.98	5.86	0.00	0.00	0.00	0.00
Virginia	7.5	4.34	4.80	4.94	5.72	5.63	#	3.82
Washington	1.8	1.93	2.91	4.42	1.73	1.12	1.37	0.00
West Virginia	0.0	0.00	0.00	0.00	0.00	0.00	#	0.00
Wisconsin	9.3	2.97	3.85	4.60	3.26	2.86	1.95	1.60
Wyoming	1.0	0.55	1.84	1.55	#	#	0.00	0.00

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "School District Survey."

Table A1.05.—Standard errors for percentage of public elementary schools that offered a particular program or service, by state: 1999–2000 (table 1.05)

State	Total number of public elementary schools	Programs with special instructional approaches	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
50 States and DC	250.2	0.67	0.77	0.58	0.85	0.75	0.90
Alabama	10.7	3.90	5.65	1.65	5.43	4.72	6.06
Alaska	6.9	3.72	2.55	2.00	2.77	3.72	3.69
Arizona	21.2	5.83	4.83	3.38	5.38	5.38	4.76
Arkansas	11.5	3.35	2.41	2.04	5.59	5.26	4.33
California	91.5	3.96	3.86	3.29	3.60	3.89	5.07
Colorado	9.7	3.70	4.00	2.49	5.04	4.53	3.33
Connecticut	4.0	2.16	3.26	1.99	3.75	2.78	3.37
Delaware	6.1	4.52	3.96	#	4.52	5.45	5.65
District of Columbia	2.7	4.05	3.79	2.97	4.21	3.32	3.14
Florida	5.1	3.22	4.01	1.33	4.17	4.40	4.03
Georgia	34.6	2.86	3.65	2.24	4.68	4.05	3.49
Hawaii	2.4	3.87	2.75	5.06	4.34	5.88	3.83
Idaho	3.7	2.14	2.68	0.84	2.63	3.12	2.37
Illinois	20.7	4.10	4.21	2.23	3.98	4.59	5.02
Indiana	29.2	3.90	4.38	2.42	5.13	5.73	4.86
Iowa	23.4	2.42	1.04	2.30	4.33	3.99	3.51
Kansas	21.7	3.84	4.13	2.40	4.37	4.74	4.14
Kentucky	22.0	4.58	2.53	1.93	4.64	4.24	4.66
Louisiana	23.9	5.51	6.31	4.64	8.54	6.22	5.50
Maine	8.7	4.73	5.05	1.96	3.51	3.73	2.89
Maryland	13.8	3.29	5.38	2.23	5.26	5.09	5.60
Massachusetts	31.4	3.70	4.73	2.18	4.70	5.90	4.74
Michigan	79.6	3.42	3.82	2.96	4.09	4.70	4.53
Minnesota	112.2	6.52	7.61	2.87	7.52	5.58	6.86
Mississippi	6.4	3.30	2.41	1.86	3.77	3.54	3.22
Missouri	62.5	3.09	5.63	4.35	6.92	5.82	4.90
Montana	4.8	2.83	4.16	3.61	3.90	3.45	3.04
Nebraska	32.0	3.55	3.79	1.67	4.23	4.56	1.83
Nevada	6.1	2.52	4.08	2.12	3.35	4.00	4.44
New Hampshire	8.2	4.93	5.98	2.61	7.03	6.75	5.17
New Jersey	19.4	3.25	3.78	3.76	4.72	3.73	3.93
New Mexico	2.6	4.95	6.50	7.09	6.55	6.22	4.80
New York	12.4	3.33	4.95	3.11	3.52	3.66	4.07
North Carolina	22.0	4.19	2.86	2.72	5.26	5.07	5.61
North Dakota	6.8	2.19	2.73	3.18	4.27	3.76	3.24

See footnotes at end of table.

Table A1.05.—Standard errors for percentage of public elementary schools that offered a particular program or service, by state: 1999–2000 (table 1.05)—Continued

State	Total number of public elementary schools	Programs with special instructional approaches	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
Ohio	54.0	3.18	4.94	2.24	5.97	4.08	4.51
Oklahoma	6.5	4.14	2.67	4.10	5.23	5.77	5.75
Oregon	27.0	5.19	4.47	4.32	6.45	5.02	5.19
Pennsylvania	57.0	3.72	3.05	1.76	6.79	7.30	5.93
Rhode Island	3.7	2.15	2.23	0.87	2.23	1.91	2.51
South Carolina	24.4	2.52	2.54	2.48	6.94	5.22	5.71
South Dakota	9.1	4.00	4.04	1.80	3.66	3.52	2.56
Tennessee	9.4	3.44	4.19	3.09	4.56	5.53	4.66
Texas	83.2	2.70	2.14	3.17	4.55	4.05	3.93
Utah	5.9	4.61	3.79	2.68	5.50	3.54	5.08
Vermont	7.1	4.92	5.26	3.17	5.68	5.69	5.05
Virginia	120.3	3.25	3.21	2.75	4.47	5.52	6.01
Washington	11.8	3.03	3.51	1.32	3.85	4.29	3.25
West Virginia	14.6	2.83	3.92	1.04	5.04	4.88	4.28
Wisconsin	49.8	2.24	4.10	2.12	5.08	4.20	4.75
Wyoming	8.8	4.58	4.02	1.65	4.95	3.81	3.79

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table A1.06.—Standard errors for percentage of public secondary and combined schools that offered a particular program or service, by state and school level: 1999–2000 (table 1.06)

State and selected characteristics	Total number of public secondary and combined schools	Programs with special instructional approaches	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized tech-prep program(s)
50 States and DC	192.0	0.85	0.84	0.57	1.06	0.81	0.55	0.75	0.20	0.58	0.88
Alabama	16.2	2.98	2.97	3.61	3.72	3.63	2.10	3.94	0.75	3.20	3.46
Alaska	7.5	3.53	3.80	2.16	3.69	3.33	2.61	2.85	#	0.99	2.64
Arizona	11.8	3.70	4.64	2.80	3.62	3.45	3.42	4.21	#	3.67	3.70
Arkansas	11.9	5.34	2.94	6.06	6.16	6.33	2.87	6.41	#	6.35	5.99
California	58.7	4.33	3.67	2.69	5.89	2.32	3.05	3.46	0.83	2.13	2.38
Colorado	4.4	3.93	3.61	2.44	4.52	5.00	2.96	4.59	#	3.70	4.57
Connecticut	7.4	6.64	6.15	3.12	5.52	7.17	2.89	7.47	1.71	4.77	7.28
Delaware	#	#	#	#	#	#	#	#	#	#	#
District of Columbia	#	#	#	#	#	#	#	#	#	#	#
Florida	36.3	4.57	4.80	2.06	5.05	4.56	3.82	5.37	1.11	4.72	5.51
Georgia	11.4	2.79	6.74	4.76	6.38	6.36	6.71	7.10	2.64	4.82	5.75
Hawaii	#	#	#	#	#	#	#	#	#	#	#
Idaho	4.7	2.39	2.12	1.21	2.51	3.16	2.59	2.12	0.00	2.55	2.69
Illinois	44.4	4.73	4.46	3.40	4.43	3.95	1.67	2.75	0.56	2.71	4.61
Indiana	8.3	3.39	3.45	3.03	4.34	4.91	3.18	3.37	0.00	3.29	4.05
Iowa	13.0	5.07	3.69	6.22	6.89	6.54	6.49	7.28	#	4.07	6.77
Kansas	5.1	4.79	3.87	3.68	3.93	4.92	2.66	4.61	#	3.72	5.14
Kentucky	21.9	4.17	5.35	2.60	4.69	4.92	5.13	4.85	0.00	4.88	5.14
Louisiana	13.4	4.30	4.64	3.89	5.30	4.47	3.20	3.56	#	5.02	4.36
Maine	5.4	2.96	4.14	2.89	3.95	3.62	1.99	3.98	0.00	1.93	3.66
Maryland	11.1	2.49	3.16	1.20	2.66	1.92	1.57	1.60	#	2.52	2.48
Massachusetts	10.7	2.59	2.68	2.68	3.72	3.86	3.02	4.42	0.00	2.70	3.05
Michigan	45.7	5.13	5.19	4.23	5.62	4.03	2.78	5.69	#	4.09	5.08
Minnesota	49.8	5.26	5.68	2.75	4.29	4.72	4.75	6.00	1.63	3.65	4.43
Mississippi	0.6	2.87	3.54	2.12	3.43	3.17	1.78	2.57	0.00	2.69	3.07
Missouri	20.5	3.53	5.30	3.09	5.47	4.11	3.60	4.41	#	3.31	4.23
Montana	3.6	3.05	4.41	3.97	6.10	4.25	2.66	2.42	#	1.81	4.15
Nebraska	9.4	4.02	4.53	5.58	6.82	7.63	3.75	5.75	#	3.98	5.70
Nevada	4.7	7.54	6.70	3.85	5.91	5.88	7.56	6.67	#	3.94	5.94
New Hampshire	7.2	2.75	5.43	3.01	5.62	7.13	#	4.22	0.00	2.87	5.93
New Jersey	9.5	2.98	3.46	2.77	4.30	3.62	1.61	3.06	0.00	2.53	3.78
New Mexico	6.6	4.28	5.36	4.61	4.64	5.25	4.78	4.44	1.39	3.00	5.37
New York	18.8	2.33	4.20	3.58	4.39	3.60	2.56	2.79	#	2.51	4.22
North Carolina	12.9	2.66	3.63	2.99	3.31	3.72	3.24	2.86	1.31	2.48	3.51
North Dakota	3.9	2.24	2.03	2.01	3.70	2.56	1.38	2.39	0.00	2.76	2.90

See footnotes at end of table.

Table A1.06.—Standard errors for percentage of public secondary and combined schools that offered a particular program or service, by state and school level: 1999–2000 (table 1.06)—Continued

State and selected characteristics	Total number of public secondary and combined schools	Programs with special instructional approaches	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized tech-prep program(s)
Ohio	44.7	2.43	6.20	4.13	5.88	4.89	2.51	5.44	0.00	5.82	5.91
Oklahoma	4.1	3.39	1.93	4.18	3.60	4.03	2.22	3.97	0.98	3.61	5.41
Oregon	18.0	4.46	4.54	3.08	4.54	4.95	3.04	4.52	0.78	3.03	4.52
Pennsylvania	15.2	3.92	4.35	3.22	4.62	5.43	2.29	4.62	1.21	2.24	5.35
Rhode Island	#	#	#	#	#	#	#	#	#	#	#
South Carolina	16.2	2.31	4.49	2.51	3.83	5.07	4.75	3.50	1.07	3.77	4.59
South Dakota	9.0	2.49	4.62	1.06	3.43	3.91	2.33	3.00	0.00	1.19	2.88
Tennessee	21.0	2.78	4.63	3.53	4.70	4.19	2.95	5.26	#	4.05	4.84
Texas	103.4	3.65	4.23	2.21	3.62	3.66	2.02	3.63	0.91	2.99	3.51
Utah	5.2	6.18	5.52	4.26	6.51	5.11	4.30	5.50	1.21	4.14	5.53
Vermont	#	#	#	#	#	#	#	#	#	#	#
Virginia	11.2	4.29	5.13	3.66	4.85	4.04	2.41	5.06	2.49	3.57	5.32
Washington	16.2	4.54	5.43	2.92	5.79	4.43	2.10	5.43	1.84	3.18	4.27
West Virginia	9.5	3.71	4.99	3.96	4.12	5.27	3.77	3.71	#	5.06	3.97
Wisconsin	11.2	3.67	2.79	4.51	4.03	4.55	3.22	6.06	#	3.40	5.04
Wyoming	1.5	6.40	6.71	4.93	9.87	7.90	3.87	9.07	0.00	5.31	6.19
School level											
Secondary	189.5	0.91	0.84	0.64	1.18	0.86	0.59	0.85	0.23	0.65	0.97
Combined	154.0	2.59	2.55	0.86	2.18	2.65	1.54	1.82	0.05	1.56	1.98

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table A1.07.—Standard errors for number of public schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of public school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by state and selected characteristics: 1999–2000 (table 1.07)

State and selected characteristics	Number of schools				Number of students	
	Total number of public schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
50 States and DC	284.9	527.3	296.4	305.3	191,898.3	205,658.3
Alabama	15.4	55.3	15.4	21.6	15,752.6	16,412.8
Alaska	5.5	10.7	8.4	9.9	1,772.2	1,552.2
Arizona	22.2	38.7	22.6	32.8	24,329.3	22,734.6
Arkansas	2.9	39.8	10.1	17.1	8,625.1	9,928.5
California	72.4	281.3	127.5	141.8	137,689.4	137,839.1
Colorado	10.9	41.4	23.3	27.1	10,933.5	10,973.5
Connecticut	5.3	31.2	13.4	20.1	11,150.6	10,387.7
Delaware	10.6	#	10.6	10.6	3,841.0	3,373.1
District of Columbia	1.3	7.3	1.3	2.7	1,793.9	1,865.0
Florida	36.7	87.3	42.9	49.6	43,833.2	43,368.6
Georgia	32.5	69.0	35.8	40.4	29,020.7	24,830.5
Hawaii	1.8	11.5	1.8	1.8	4,050.0	3,236.0
Idaho	5.7	13.2	11.8	12.6	1,914.0	1,950.6
Illinois	50.0	140.5	48.5	77.4	36,807.7	36,506.8
Indiana	28.4	66.7	32.0	32.0	13,666.4	13,220.7
Iowa	18.3	40.3	21.2	22.6	7,876.4	7,752.4
Kansas	21.7	52.3	27.4	31.9	9,032.1	9,265.1
Kentucky	28.4	40.0	29.3	28.7	10,147.2	11,056.3
Louisiana	25.6	85.7	26.3	34.8	31,218.6	28,467.8
Maine	5.7	17.3	12.2	12.8	3,893.3	3,559.2
Maryland	7.4	#	17.1	33.2	17,862.8	14,624.4
Massachusetts	29.1	57.0	36.0	42.4	18,974.6	16,299.0
Michigan	62.1	132.4	70.9	79.2	34,255.0	32,734.4
Minnesota	123.6	96.2	124.9	123.5	21,448.7	20,373.4
Mississippi	6.4	22.5	10.5	14.3	14,023.7	13,665.2
Missouri	65.1	64.7	66.2	69.9	18,898.2	17,580.5
Montana	5.1	25.6	23.4	24.9	3,958.7	3,556.0
Nebraska	33.1	36.9	43.6	37.8	4,444.9	4,081.0
Nevada	7.6	12.9	11.3	15.5	6,809.0	6,517.0
New Hampshire	5.0	23.9	11.5	13.7	3,443.2	3,263.1
New Jersey	20.3	93.1	42.9	58.3	23,567.6	21,548.7
New Mexico	5.9	31.0	10.5	11.4	12,080.0	11,640.7
New York	19.2	121.1	46.0	102.2	64,603.6	64,773.2
North Carolina	25.7	72.7	24.9	45.3	20,418.5	22,302.9
North Dakota	5.9	15.5	16.8	16.0	1,969.6	1,698.0

See footnotes at end of table.

Table A1.07.—Standard errors for number of public schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of public school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by state and selected characteristics: 1999–2000 (table 1.07)—Continued

State and selected characteristics	Number of schools				Number of students	
	Total number of public schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Ohio	63.8	133.4	90.1	97.7	34,842.2	35,351.5
Oklahoma	5.6	68.4	19.6	22.7	11,843.6	12,503.4
Oregon	33.6	52.1	33.6	38.6	12,920.8	11,810.1
Pennsylvania	55.6	148.8	68.3	86.0	49,785.2	46,837.2
Rhode Island	3.8	7.4	3.8	4.1	2,033.6	1,852.3
South Carolina	15.6	48.2	17.7	18.8	12,256.7	12,639.5
South Dakota	8.1	20.2	18.5	19.0	3,812.7	3,291.8
Tennessee	21.1	54.7	21.0	34.5	21,049.8	17,804.3
Texas	66.4	169.4	69.7	64.3	80,855.6	78,043.5
Utah	8.1	18.4	17.4	17.6	6,928.0	7,067.0
Vermont	8.0	16.5	9.5	11.9	2,339.7	1,797.4
Virginia	120.0	86.4	122.1	124.2	25,899.0	26,538.1
Washington	17.2	54.1	18.1	22.4	23,609.2	21,978.3
West Virginia	14.8	27.5	17.0	18.2	6,110.5	5,987.6
Wisconsin	51.6	79.8	55.0	60.4	12,860.8	12,199.1
Wyoming	9.0	12.7	12.4	12.8	1,648.6	1,697.5
Region						
Northeast	72.9	216.8	107.6	154.5	84,234.9	82,760.0
Midwest	191.6	285.7	200.8	209.9	68,494.3	68,735.9
South	156.8	316.3	162.7	172.5	122,959.5	112,442.8
West	82.4	325.8	133.9	168.0	143,306.7	141,487.8
Community type						
Central city	302.9	336.1	302.0	311.8	176,310.7	177,586.1
Urban fringe/large town	412.9	479.0	437.0	444.1	145,067.7	145,151.0
Rural/small town	352.6	336.4	346.7	357.4	89,652.1	84,535.3
School level						
Elementary	250.2	463.2	279.0	306.6	176,557.8	187,058.9
Secondary	189.5	184.3	194.5	180.9	93,960.1	93,132.4
Combined	154.0	112.9	150.1	151.5	13,665.4	13,337.1
Student enrollment						
Less than 100	317.6	258.1	318.4	316.1	8,426.3	8,699.4
100–199	361.3	298.0	358.8	348.8	25,689.5	25,885.6
200–499	514.7	468.4	478.2	520.8	114,448.5	106,722.6
500–749	440.3	394.4	440.9	452.3	170,256.6	170,532.2
750–999	290.1	196.5	285.9	287.5	121,460.8	117,350.8
1,000 or more	225.8	175.1	224.7	213.5	141,278.3	136,874.0

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table A1.08.—Standard errors for percentage of public schools with various security measures, by state and selected characteristics: 1999–2000 (table 1.08)

State and selected characteristics	Total number of public schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
50 States and DC	284.9	0.23	0.34	0.14	0.24	0.44	0.43	0.40
Alabama	15.4	0.00	0.00	0.98	3.05	3.00	2.36	1.89
Alaska	5.5	1.59	2.49	#	0.47	1.45	0.86	1.72
Arizona	22.2	0.21	2.16	0.00	0.65	2.18	3.24	1.00
Arkansas	2.9	0.00	1.86	#	2.74	3.24	3.02	3.06
California	72.4	1.07	1.26	0.37	0.79	1.30	2.23	0.62
Colorado	10.9	0.13	2.67	0.00	0.35	2.62	1.84	2.35
Connecticut	5.3	0.29	1.07	#	0.57	1.19	2.74	2.16
Delaware	10.6	0.00	0.00	0.00	0.00	2.73	4.73	4.94
District of Columbia	1.3	0.00	1.57	2.32	2.38	2.04	2.23	1.99
Florida	36.7	0.19	0.75	0.72	2.02	2.68	2.97	1.89
Georgia	32.5	0.70	0.25	0.87	3.16	2.87	3.36	3.02
Hawaii	1.8	0.00	0.00	0.00	0.00	0.00	2.59	#
Idaho	5.7	1.34	1.53	0.00	0.58	1.83	1.28	1.19
Illinois	50.0	2.05	2.37	1.23	1.42	2.29	1.95	2.43
Indiana	28.4	0.62	1.84	#	1.96	2.58	2.66	2.67
Iowa	18.3	1.99	2.43	0.00	#	2.14	1.22	1.57
Kansas	21.7	1.75	2.48	0.00	0.76	2.08	1.57	2.53
Kentucky	28.4	0.00	1.03	0.87	2.27	2.93	2.34	3.52
Louisiana	25.6	1.49	0.45	1.89	4.12	4.22	2.57	2.45
Maine	5.7	3.13	1.21	0.00	0.00	1.14	0.91	0.50
Maryland	7.4	0.00	2.08	0.00	0.24	2.50	1.14	1.46
Massachusetts	29.1	2.49	0.28	0.00	0.31	1.51	2.70	1.61
Michigan	62.1	2.29	2.76	0.88	0.68	2.10	2.49	1.79
Minnesota	123.6	2.38	2.14	0.00	#	3.01	3.22	1.96
Mississippi	6.4	0.61	0.72	0.92	2.63	2.46	2.28	2.34
Missouri	65.1	1.85	2.11	1.31	1.80	3.45	3.50	2.46
Montana	5.1	2.88	2.95	0.00	#	2.87	1.06	1.17
Nebraska	33.1	3.06	2.48	0.00	0.45	1.73	1.20	1.08
Nevada	7.6	3.01	1.19	#	#	2.38	1.49	1.90
New Hampshire	5.0	2.66	2.12	0.00	#	1.85	2.30	3.40
New Jersey	20.3	0.68	2.31	0.35	0.71	0.62	2.35	3.29
New Mexico	5.9	0.10	2.71	#	1.48	3.79	2.49	1.75
New York	19.2	0.07	1.98	0.76	0.86	1.19	2.32	2.46
North Carolina	25.7	0.25	0.96	0.45	2.44	3.09	3.67	2.45
North Dakota	5.9	2.50	2.36	0.00	#	1.00	0.75	0.43

See footnotes at end of table.

Table A1.08.—Standard errors for percentage of public schools with various security measures, by state and selected characteristics: 1999–2000 (table 1.08)—Continued

State and selected characteristics	Total number of public schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Ohio	63.8	1.26	2.06	#	2.04	2.27	2.00	2.54
Oklahoma	5.6	2.25	2.48	0.80	1.17	2.86	1.88	2.18
Oregon	33.6	0.94	1.95	0.00	#	2.41	2.23	1.56
Pennsylvania	55.6	0.70	0.97	#	1.68	2.58	2.22	4.36
Rhode Island	3.8	0.00	0.47	0.00	0.00	#	1.24	1.75
South Carolina	15.6	0.96	0.88	#	2.54	3.66	2.92	2.68
South Dakota	8.1	3.00	2.73	0.00	0.00	2.50	1.21	1.01
Tennessee	21.1	0.00	1.01	0.48	2.56	2.47	2.56	3.58
Texas	66.4	0.75	1.92	1.06	1.18	2.92	2.21	2.07
Utah	8.1	2.28	2.94	#	#	2.63	3.04	1.39
Vermont	8.0	2.02	2.44	0.00	0.00	#	2.04	#
Virginia	120.0	0.52	1.54	#	2.65	2.97	3.69	3.05
Washington	17.2	0.00	2.41	#	0.85	1.60	2.40	1.73
West Virginia	14.8	0.39	1.57	#	1.88	2.38	1.91	2.20
Wisconsin	51.6	1.52	3.51	#	1.01	3.56	3.56	2.48
Wyoming	9.0	3.12	4.19	0.00	#	2.42	1.51	1.73
Region								
Northeast	72.9	0.43	0.73	0.31	0.44	0.78	1.05	1.38
Midwest	191.6	0.61	0.80	0.30	0.42	0.84	0.75	0.66
South	156.8	0.21	0.52	0.29	0.55	0.98	0.79	0.82
West	82.4	0.53	0.70	0.16	0.38	0.68	1.07	0.47
Community type								
Central city	302.9	0.31	0.64	0.55	0.85	0.89	1.19	0.83
Urban fringe/large town	412.9	0.33	0.55	0.12	0.32	0.51	0.66	0.68
Rural/small town	352.6	0.55	0.66	0.09	0.36	1.03	0.66	0.68
School level								
Elementary	250.2	0.27	0.44	0.14	0.27	0.49	0.59	0.51
Secondary	189.5	0.51	0.83	0.27	0.47	0.74	0.83	0.65
Combined	154.0	1.21	2.43	2.19	1.77	2.60	2.50	2.31
Student enrollment								
Less than 100	317.6	1.90	2.29	0.94	0.74	2.20	1.95	1.15
100–199	361.3	0.99	1.80	0.67	0.95	1.74	1.68	1.09
200–499	514.7	0.31	0.56	0.23	0.37	0.74	0.64	0.62
500–749	440.3	0.24	0.53	0.20	0.53	0.84	0.81	0.92
750–999	290.1	0.29	0.97	0.46	1.22	1.57	1.71	1.57
1,000 or more	225.8	0.42	0.67	0.60	1.11	1.31	1.59	1.14

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table A1.09.—Standard errors for total number of public school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by state and selected characteristics: 1999–2000 (table 1.09)

State and selected characteristics	Total number of public schools	Total number of public school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
50 States and DC	284.9	419.7	0.61	0.01	4.00	0.01
Alabama	15.4	15.4	1.19	0.01	13.94	0.03
Alaska	5.5	16.8	2.92	0.03	23.85	0.05
Arizona	22.2	70.6	4.20	0.04	28.39	0.06
Arkansas	2.9	8.0	2.09	0.02	11.08	0.03
California	72.4	216.1	2.55	0.04	76.64	0.08
Colorado	10.9	25.5	3.66	0.04	19.26	0.08
Connecticut	5.3	16.5	2.76	0.03	14.26	0.04
Delaware	10.6	9.0	3.58	0.04	62.49	0.06
District of Columbia	1.3	4.3	1.15	0.01	10.09	0.01
Florida	36.7	44.5	1.99	0.02	24.68	0.05
Georgia	32.5	33.7	0.00	0.02	19.85	0.04
Hawaii	1.8	1.8	2.30	0.04	11.67	0.03
Idaho	5.7	11.3	2.32	0.02	14.03	0.04
Illinois	50.0	92.2	3.98	0.04	21.06	0.10
Indiana	28.4	31.8	3.76	0.04	15.19	0.05
Iowa	18.3	22.0	2.36	0.02	14.99	0.07
Kansas	21.7	26.2	2.06	0.02	10.02	0.03
Kentucky	28.4	36.0	2.10	0.02	16.59	0.05
Louisiana	25.6	63.7	5.16	0.05	25.20	0.03
Maine	5.7	17.4	4.41	0.04	23.15	0.07
Maryland	7.4	18.4	3.62	0.04	19.96	0.04
Massachusetts	29.1	46.0	4.21	0.05	23.44	0.08
Michigan	62.1	121.5	4.58	0.05	26.59	0.07
Minnesota	123.6	118.3	2.80	0.03	40.29	0.09
Mississippi	6.4	16.1	2.21	0.02	19.59	0.03
Missouri	65.1	72.7	4.93	0.05	18.46	0.04
Montana	5.1	23.2	2.75	0.03	6.52	0.02
Nebraska	33.1	52.8	3.26	0.04	12.41	0.05
Nevada	7.6	9.9	2.74	0.03	28.30	0.03
New Hampshire	5.0	13.0	5.84	0.06	26.94	0.09
New Jersey	20.3	38.2	2.70	0.04	14.59	0.05
New Mexico	5.9	14.1	5.43	0.05	34.57	0.08
New York	19.2	82.4	2.87	0.03	22.82	0.05
North Carolina	25.7	52.2	2.36	0.03	14.84	0.07
North Dakota	5.9	18.0	2.08	0.03	7.92	0.02

See footnotes at end of table.

Table A1.09.—Standard errors for total number of public school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by state and selected characteristics: 1999–2000 (table 1.09)—Continued

State and selected characteristics	Total number of public schools	Total number of public school library media centers	For schools with library media centers: Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
Ohio	63.8	93.9	4.68	0.06	23.96	0.11
Oklahoma	5.6	12.9	2.45	0.03	13.80	0.06
Oregon	33.6	44.4	3.90	0.04	26.57	0.05
Pennsylvania	55.6	44.8	1.53	0.03	18.27	0.08
Rhode Island	3.8	5.4	1.00	0.02	10.71	0.02
South Carolina	15.6	20.2	1.93	0.03	16.68	0.03
South Dakota	8.1	26.6	3.20	0.04	16.21	0.04
Tennessee	21.1	24.0	2.02	0.03	16.64	0.05
Texas	66.4	95.0	2.65	0.03	17.72	0.04
Utah	8.1	16.3	4.49	0.05	41.74	0.09
Vermont	8.0	7.2	4.29	0.04	25.01	0.09
Virginia	120.0	119.2	2.49	0.04	21.07	0.02
Washington	17.2	33.4	2.98	0.03	29.43	0.05
West Virginia	14.8	30.8	4.46	0.05	23.20	0.03
Wisconsin	51.6	48.8	2.94	0.03	22.58	0.06
Wyoming	9.0	15.5	3.70	0.06	24.28	0.05
Region						
Northeast	72.9	117.9	1.04	0.01	8.42	0.03
Midwest	191.6	255.4	1.47	0.02	6.86	0.03
South	156.8	197.9	0.78	0.01	5.52	0.01
West	82.4	247.2	1.27	0.02	12.54	0.03
Community type						
Central city	302.9	359.9	1.68	0.02	10.63	0.03
Urban fringe/large town	412.9	482.9	0.92	0.01	6.43	0.02
Rural/small town	352.6	385.3	1.00	0.01	6.38	0.02
School level						
Elementary	250.2	375.9	0.79	0.01	4.21	0.02
Secondary	189.5	199.3	0.62	0.01	8.38	0.01
Combined	154.0	111.7	3.09	0.03	25.28	0.03
Student enrollment						
Less than 100	317.6	260.3	3.18	0.03	2.40	0.03
100–199	361.3	393.1	2.57	0.03	2.27	0.04
200–499	514.7	552.8	1.35	0.01	2.26	0.02
500–749	440.3	508.4	1.48	0.02	2.94	0.03
750–999	290.1	281.3	2.02	0.02	3.93	0.06
1,000 or more	225.8	214.7	1.38	0.02	12.18	0.03

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Library Media Center Survey" and "Public School Survey."

Table A1.10.—Standard errors for percentage of public school library media centers with selected equipment and services, by state and selected characteristics: 1999–2000 (table 1.10)

State and selected characteristics	Total number of public school library media centers	Percentage of public school library media centers			
		With a telephone	With automated circulation	With a connection to Internet	With distance learning
50 States and DC	436.0	0.51	0.65	0.57	0.47
Alabama	15.4	1.84	2.30	2.92	2.65
Alaska	16.8	3.51	3.17	1.84	2.61
Arizona	71.8	3.27	3.17	2.40	3.27
Arkansas	8.0	3.32	3.04	3.23	2.92
California	226.9	2.14	3.21	3.83	1.91
Colorado	26.3	2.19	2.45	1.27	3.69
Connecticut	16.5	2.46	2.83	2.31	1.17
Delaware	8.5	2.67	2.99	1.10	4.42
District of Columbia	4.3	0.91	3.46	2.93	3.26
Florida	44.4	0.94	0.99	1.22	3.65
Georgia	34.2	1.25	0.29	1.56	3.21
Hawaii	1.8	0.00	1.95	1.43	2.75
Idaho	11.3	2.52	2.13	1.46	1.72
Illinois	92.2	3.60	3.76	2.25	2.50
Indiana	31.8	2.96	4.18	2.61	3.81
Iowa	24.4	3.25	3.90	1.13	3.52
Kansas	32.4	3.48	4.00	2.36	2.34
Kentucky	38.5	3.24	4.16	1.07	2.72
Louisiana	63.7	5.14	5.45	3.86	3.45
Maine	17.9	3.96	4.82	0.63	1.52
Maryland	18.4	2.77	3.52	2.28	1.93
Massachusetts	46.0	2.82	3.67	1.28	3.27
Michigan	126.9	2.38	4.04	2.89	3.54
Minnesota	118.3	1.55	2.80	1.21	3.38
Mississippi	17.5	2.78	2.41	2.28	2.26
Missouri	76.7	5.50	6.26	3.33	6.07
Montana	23.2	2.97	2.98	2.57	3.17
Nebraska	52.8	3.37	3.17	1.55	3.17
Nevada	9.9	2.30	2.76	3.23	3.85
New Hampshire	13.8	6.43	5.20	5.84	3.75
New Jersey	35.9	2.60	3.70	2.76	3.41
New Mexico	16.7	5.53	5.24	5.16	4.97
New York	82.2	2.66	3.81	2.12	1.77
North Carolina	52.2	2.70	1.65	2.12	3.28
North Dakota	18.2	3.05	3.38	1.40	3.38
Ohio	93.9	4.40	3.68	3.24	3.09
Oklahoma	13.3	3.41	3.58	3.22	3.34
Oregon	44.2	2.43	3.57	3.54	3.23
Pennsylvania	45.1	5.28	5.44	4.76	3.01
Rhode Island	5.7	2.33	1.92	1.04	0.90
South Carolina	20.2	1.13	2.62	0.76	3.43
South Dakota	28.1	2.61	3.74	1.35	2.86
Tennessee	25.9	3.49	3.97	2.38	2.01
Texas	103.3	2.77	2.39	2.20	2.39
Utah	16.3	3.13	2.76	1.50	3.53
Vermont	7.5	3.59	2.94	4.09	2.64
Virginia	119.2	2.87	0.79	1.05	4.08
Washington	33.3	1.72	2.20	0.95	1.99
West Virginia	30.9	5.97	5.12	2.20	3.67
Wisconsin	48.8	2.25	2.92	1.37	2.29
Wyoming	15.6	3.25	4.49	1.89	3.94

See footnotes at end of table.

Table A1.10.—Standard errors for percentage of public school library media centers with selected equipment and services, by state and selected characteristics: 1999–2000 (table 1.10) —Continued

State and selected characteristics	Total number of public school library media centers	Percentage of public school library media centers			
		With a telephone	With automated circulation	With a connection to Internet	With distance learning
Region					
Northeast	117.2	1.45	1.89	1.24	0.95
Midwest	259.6	1.23	1.30	0.87	1.05
South	199.0	0.92	0.82	0.75	0.90
West	258.5	1.07	1.35	1.66	1.06
Community type					
Central city	358.7	1.09	1.53	1.22	1.07
Urban fringe/large town	482.3	0.85	0.95	0.87	0.69
Rural/small town	392.7	1.16	1.09	0.81	1.00
School level					
Elementary	399.1	0.68	0.87	0.75	0.61
Secondary	202.1	0.46	0.72	0.32	0.78
Combined	111.8	1.94	3.10	1.59	2.80
Student enrollment					
Less than 100	259.5	3.41	3.85	1.63	3.52
100–199	391.7	2.68	2.35	2.44	2.34
200–499	550.5	0.97	1.17	0.97	0.82
500–749	515.5	0.93	1.08	1.20	1.02
750–999	278.7	1.14	1.55	1.45	1.77
1,000 or more	214.2	0.92	1.18	0.89	1.25

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Library Media Center Survey."

Table A1.11.—Standard errors for percentage of public school principals with experience in teaching, administration, or other selected positions before becoming principals, by state and selected characteristics: 1999–2000 (table 1.11)

State and selected characteristics	Total number of public school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
50 States and DC	327.1	0.13	0.66	0.53	0.68	0.35	0.17	0.58
Alabama	15.4	0.00	3.07	2.08	2.82	2.07	#	2.78
Alaska	6.0	0.66	2.44	1.93	2.53	1.78	#	2.79
Arizona	22.4	0.00	3.92	3.90	3.54	1.80	1.76	3.61
Arkansas	9.2	0.54	3.99	2.22	3.63	2.71	#	2.98
California	64.7	0.52	2.66	2.91	2.89	1.53	0.89	2.57
Colorado	10.3	1.11	3.10	2.63	3.54	2.78	1.23	3.63
Connecticut	7.3	0.61	2.73	2.62	2.62	1.68	0.00	2.17
Delaware	10.2	0.00	3.63	4.01	3.08	2.48	0.00	4.56
District of Columbia	1.3	1.14	3.80	3.53	2.09	1.38	0.00	1.80
Florida	41.8	0.15	3.13	2.93	1.29	1.72	#	2.82
Georgia	32.8	1.10	3.64	3.56	2.32	1.76	#	2.70
Hawaii	1.7	1.65	2.37	4.76	1.31	3.33	#	4.37
Idaho	11.7	0.00	1.99	1.47	1.84	1.12	#	1.82
Illinois	58.4	0.66	2.57	3.29	4.09	1.46	#	3.44
Indiana	27.8	0.00	2.62	3.51	3.94	3.04	#	3.21
Iowa	19.5	0.38	3.21	2.97	2.99	2.14	#	3.65
Kansas	22.0	0.34	4.34	2.62	3.71	1.52	0.00	3.80
Kentucky	29.5	0.70	3.57	2.29	3.76	3.48	0.00	3.30
Louisiana	25.6	0.00	6.13	4.13	4.07	2.91	2.20	4.29
Maine	5.4	0.42	3.18	2.64	4.32	1.12	#	3.48
Maryland	5.0	1.46	3.71	2.90	2.43	2.66	#	3.33
Massachusetts	29.2	0.00	3.39	3.21	3.32	1.23	#	3.20
Michigan	75.9	0.37	3.26	2.72	4.07	1.91	#	2.91
Minnesota	124.9	0.36	3.90	4.90	3.86	1.53	1.39	4.82
Mississippi	11.0	0.55	3.01	1.94	2.70	1.32	#	2.16
Missouri	64.7	0.29	4.48	3.41	5.01	1.33	#	3.93
Montana	19.4	0.00	3.13	2.23	2.58	1.74	1.04	2.95
Nebraska	34.9	0.35	3.07	2.30	2.43	1.02	#	3.55
Nevada	7.4	0.00	3.67	2.88	3.35	1.34	#	2.75
New Hampshire	10.7	1.08	4.77	4.29	5.71	2.48	1.83	5.26
New Jersey	17.9	1.18	3.08	2.96	3.24	1.46	#	2.50
New Mexico	17.2	1.93	5.90	5.56	4.75	3.92	#	6.22
New York	26.8	0.28	2.35	3.32	3.32	1.28	0.96	2.99
North Carolina	26.1	0.00	4.26	3.84	2.59	2.18	1.04	3.99
North Dakota	6.8	0.85	2.19	1.82	1.70	1.45	1.18	2.50

See footnotes at end of table.

Table A1.11.—Standard errors for percentage of public school principals with experience in teaching, administration, or other selected positions before becoming principals, by state and selected characteristics: 1999–2000 (table 1.11)—Continued

State and selected characteristics	Total number of public school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
Ohio	81.5	1.67	3.33	2.29	4.11	2.13	0.00	4.38
Oklahoma	6.6	0.25	3.58	3.24	3.32	3.00	0.30	2.91
Oregon	34.2	1.77	4.26	5.07	3.93	2.26	2.01	4.59
Pennsylvania	57.2	0.08	4.17	4.06	5.38	1.92	#	3.76
Rhode Island	3.6	0.00	1.41	1.85	2.40	#	#	1.59
South Carolina	16.2	0.00	3.96	3.96	3.26	2.46	0.84	3.64
South Dakota	13.1	0.28	2.40	1.98	2.33	1.89	1.39	2.88
Tennessee	22.1	0.42	3.70	3.17	4.26	1.82	1.15	3.94
Texas	79.9	0.07	3.10	2.48	2.42	1.78	0.69	2.94
Utah	13.4	0.98	4.38	4.01	4.35	1.84	#	3.59
Vermont	11.4	1.47	3.28	2.45	4.05	1.56	0.00	3.83
Virginia	119.9	0.50	4.29	3.04	3.16	1.88	1.60	3.48
Washington	23.1	0.00	2.51	2.93	3.25	1.83	2.21	3.31
West Virginia	14.9	0.00	3.59	1.69	3.50	1.73	0.85	2.85
Wisconsin	51.7	1.45	3.45	2.99	3.65	1.59	#	3.48
Wyoming	9.0	0.36	3.64	2.77	4.02	3.29	#	4.02
Region								
Northeast	78.0	0.22	1.37	1.48	1.88	0.65	0.31	1.32
Midwest	233.6	0.28	1.05	1.08	1.37	0.66	0.19	1.12
South	160.4	0.11	1.18	0.90	0.86	0.65	0.27	0.89
West	79.3	0.31	1.45	1.47	1.42	0.84	0.49	1.28
Community type								
Central city	327.8	0.28	1.33	1.34	1.23	0.82	0.47	1.05
Urban fringe/large town	430.6	0.18	0.96	0.88	0.88	0.46	0.24	0.93
Rural/small town	369.4	0.18	1.06	0.84	1.20	0.75	0.23	1.04
School level								
Elementary	253.8	0.16	0.83	0.70	0.86	0.44	0.24	0.75
Secondary	197.0	0.17	0.92	0.79	0.89	0.63	0.12	0.95
Combined	147.0	0.47	2.35	2.12	2.51	1.23	0.38	2.53
Student enrollment								
Less than 100	311.7	0.42	2.71	2.79	3.19	0.97	0.63	2.55
100–199	360.0	0.49	2.15	2.09	2.56	1.49	0.46	2.41
200–499	498.9	0.22	1.13	0.94	1.14	0.50	0.22	0.83
500–749	448.9	0.23	1.29	1.32	1.21	0.74	0.50	1.12
750–999	274.9	0.04	1.76	1.85	1.57	0.95	0.41	1.94
1,000 or more	237.8	0.31	1.49	1.39	0.89	1.03	0.21	1.42

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Principal Survey."

Table A1.12.—Standard errors for percentage of public school principals who reported that the parent association had a great deal of influence over various school activities and percentage of principals and teachers who reported that lack of parent involvement was a serious problem at their school, by state: 1999–2000 (table 1.12)

State	Total number of public school principals	Percentage of principals who reported that the parent association had a great deal of influence over: Establishing curriculum at school	Hiring new full-time teachers at school	Setting discipline policy at school	Any of three listed activities	Percentage of principals who reported lack of parent involvement was a serious problem at school	Total number of public school teachers	Percentage of teachers who reported lack of parent involvement was a serious problem at school
50 States and DC	327.1	0.24	0.21	0.37	0.43	0.48	19,454.0	0.36
Alabama	15.4	1.12	#	1.00	1.32	1.89	1,675.5	1.76
Alaska	6.0	1.64	0.86	1.27	1.92	2.37	280.8	1.52
Arizona	22.4	#	#	2.23	2.34	2.51	1,938.4	1.63
Arkansas	9.2	1.37	0.00	1.51	1.87	2.89	807.3	2.30
California	64.7	0.97	0.92	1.57	1.80	2.03	8,103.8	1.61
Colorado	10.3	1.33	#	2.19	2.73	1.66	1,417.7	1.79
Connecticut	7.3	#	1.23	#	1.36	2.13	1,636.9	1.57
Delaware	10.2	#	2.72	3.34	3.70	1.99	902.3	2.19
District of Columbia	1.3	1.90	1.79	2.61	2.59	1.32	121.3	1.63
Florida	41.8	1.17	#	1.40	1.94	2.39	5,066.9	2.19
Georgia	32.8	1.22	#	2.01	2.07	2.79	2,742.8	2.42
Hawaii	1.7	1.90	0.00	2.98	2.98	2.93	222.4	1.80
Idaho	11.7	1.33	0.68	0.89	1.41	1.10	207.6	0.98
Illinois	58.4	1.32	1.11	2.06	2.38	2.00	3,802.5	1.56
Indiana	27.8	#	0.00	1.07	1.07	1.97	1,325.4	1.48
Iowa	19.5	#	0.00	1.31	1.31	1.49	934.5	1.43
Kansas	22.0	#	0.00	#	0.99	2.36	783.4	1.38
Kentucky	29.5	2.05	1.33	2.06	2.39	2.16	1,134.3	1.67
Louisiana	25.6	2.38	#	1.82	3.01	4.35	2,098.3	4.00
Maine	5.4	1.00	#	1.33	1.57	1.18	592.0	0.77
Maryland	5.0	#	#	0.85	1.44	2.11	1,421.7	2.70
Massachusetts	29.2	#	#	2.77	2.77	2.42	2,539.7	1.92
Michigan	75.9	1.16	0.90	1.82	2.21	2.63	4,333.0	2.05
Minnesota	124.9	#	#	2.21	2.22	2.45	4,133.3	1.81
Mississippi	11.0	1.44	0.00	1.64	1.68	2.56	977.7	1.74
Missouri	64.7	1.60	1.02	2.46	2.13	1.97	1,967.1	1.81
Montana	19.4	1.00	0.98	0.70	1.30	1.52	364.0	1.42
Nebraska	34.9	1.87	#	1.10	2.16	1.45	810.3	1.55
Nevada	7.4	1.11	#	1.65	1.75	2.74	710.8	1.86
New Hampshire	10.7	1.58	#	2.53	2.93	3.00	603.5	1.90
New Jersey	17.9	1.56	#	1.82	2.42	1.58	2,148.4	1.45
New Mexico	17.2	0.79	2.82	3.43	3.65	3.04	866.8	2.53
New York	26.8	1.63	0.98	1.99	2.30	1.98	5,519.9	1.54
North Carolina	26.1	1.45	#	2.70	2.96	2.74	2,592.5	2.52
North Dakota	6.8	1.79	#	1.62	2.35	1.58	358.3	0.99

See footnotes at end of table.

Table A1.12.—Standard errors for percentage of public school principals who reported that the parent association had a great deal of influence over various school activities and percentage of principals and teachers who reported that lack of parent involvement was a serious problem at their school, by state: 1999–2000 (table 1.12)—Continued

State	Total number of public school principals	Percentage of principals who reported that the parent association had a great deal of influence over: Establishing curriculum at school	Hiring new full-time teachers at school	Setting discipline policy at school	Any of three listed activities	Percentage of principals who reported lack of parent involvement was a serious problem at school	Total number of public school teachers	Percentage of teachers who reported lack of parent involvement was a serious problem at school
Ohio	81.5	0.64	1.92	0.82	2.08	3.58	4,145.9	2.04
Oklahoma	6.6	0.73	1.28	2.06	2.28	2.42	1,644.1	2.09
Oregon	34.2	1.20	#	#	1.60	3.38	1,475.4	2.08
Pennsylvania	57.2	1.79	#	1.42	2.12	3.02	4,490.3	2.69
Rhode Island	3.6	#	0.84	1.51	1.65	0.96	296.7	1.18
South Carolina	16.2	1.11	2.07	#	2.78	3.59	1,377.8	2.06
South Dakota	13.1	0.21	0.07	#	1.48	1.52	372.0	1.34
Tennessee	22.1	1.30	0.00	1.98	2.02	2.09	2,258.9	2.26
Texas	79.9	1.36	1.36	1.82	1.86	1.96	8,961.7	1.53
Utah	13.4	1.21	1.86	2.28	3.57	1.91	934.5	1.81
Vermont	11.4	#	#	#	2.32	2.20	450.8	2.12
Virginia	119.9	1.47	0.00	1.49	1.80	2.16	5,065.7	1.96
Washington	23.1	0.80	1.17	1.58	1.78	1.76	1,742.6	1.55
West Virginia	14.9	1.36	0.00	1.53	1.62	2.08	634.8	1.47
Wisconsin	51.7	0.86	#	1.05	1.91	2.04	2,962.5	1.96
Wyoming	9.0	1.12	1.68	1.28	1.85	2.21	309.1	1.47

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Principal Survey" and "Public School Teacher Survey."

Table A1.13.—Standard errors for percentage distribution of public school teachers by age and average and median age of public school teachers, by state: 1999–2000 (table 1.13)

State	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
50 States and DC	0.28	0.38	0.31	0.25	0.09	0.17
Alabama	1.26	1.56	1.27	0.74	0.37	0.34
Alaska	1.08	1.28	1.26	0.62	0.30	0.42
Arizona	1.21	2.05	1.58	1.08	0.37	0.76
Arkansas	1.49	1.96	1.23	1.46	0.44	0.42
California	1.15	1.33	0.99	0.88	0.37	0.55
Colorado	1.15	1.73	1.31	1.29	0.34	0.56
Connecticut	1.18	1.81	1.45	0.95	0.29	0.39
Delaware	2.74	1.80	1.95	2.00	0.79	1.54
District of Columbia	1.43	1.69	1.43	2.14	0.60	0.57
Florida	1.11	1.68	1.02	1.74	0.45	0.68
Georgia	1.90	2.13	1.48	1.10	0.49	0.90
Hawaii	1.48	1.68	1.49	1.22	0.40	0.70
Idaho	0.75	0.88	1.03	0.84	0.21	0.27
Illinois	1.25	1.84	1.32	1.29	0.39	0.53
Indiana	1.43	1.83	1.53	1.74	0.47	0.59
Iowa	1.26	1.59	1.34	1.06	0.32	0.70
Kansas	1.54	2.02	1.31	1.17	0.45	0.83
Kentucky	1.10	1.37	1.33	0.73	0.33	0.61
Louisiana	2.41	2.72	1.65	1.71	0.67	1.37
Maine	0.88	1.29	1.17	1.08	0.26	0.46
Maryland	1.57	2.05	1.21	1.16	0.37	0.73
Massachusetts	0.96	2.12	1.51	1.49	0.29	0.32
Michigan	1.44	2.29	1.92	1.24	0.42	0.89
Minnesota	1.47	2.41	1.87	1.13	0.47	1.17
Mississippi	1.06	1.52	0.99	0.83	0.29	0.46
Missouri	1.63	2.06	1.67	0.95	0.46	0.79
Montana	0.70	1.20	1.09	0.77	0.25	0.45
Nebraska	0.84	1.31	1.01	0.88	0.26	0.47
Nevada	1.51	1.81	0.96	1.18	0.38	0.80
New Hampshire	1.74	2.42	2.07	1.63	0.51	0.65
New Jersey	1.30	1.61	1.22	0.91	0.34	0.46
New Mexico	1.86	2.01	2.04	1.36	0.46	0.95
New York	1.35	2.12	1.83	1.36	0.53	0.94
North Carolina	1.84	2.71	1.55	1.37	0.47	0.93
North Dakota	0.81	1.38	0.96	0.90	0.22	0.32

See footnotes at end of table.

Table A1.13.—Standard errors for percentage distribution of public school teachers by age and average and median age of public school teachers, by state: 1999–2000 (table 1.13)—Continued

State	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
Ohio	1.34	1.61	1.31	0.93	0.42	0.78
Oklahoma	1.59	1.87	1.44	1.22	0.40	0.66
Oregon	1.77	2.21	1.51	1.27	0.50	0.81
Pennsylvania	1.66	2.54	1.84	1.33	0.39	0.51
Rhode Island	0.76	1.07	0.65	0.55	0.21	0.28
South Carolina	1.64	2.04	1.38	1.37	0.46	0.65
South Dakota	0.79	1.12	1.16	0.49	0.25	0.39
Tennessee	1.44	2.59	2.03	1.32	0.45	1.12
Texas	1.43	1.94	1.33	0.88	0.35	0.62
Utah	1.56	2.15	1.46	1.12	0.44	0.73
Vermont	1.95	2.93	2.03	1.43	0.46	0.65
Virginia	0.98	1.26	0.91	0.69	0.26	0.40
Washington	1.20	1.70	1.29	1.00	0.34	0.37
West Virginia	0.70	1.60	1.33	0.77	0.26	0.24
Wisconsin	1.10	2.15	1.74	1.25	0.43	0.53
Wyoming	1.16	1.61	1.19	1.19	0.31	0.31

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table A1.14.—Standard errors for percentage of full-time public school teachers who reported participating in various professional development activities in the past 12 months, by state: 1999–2000 (table 1.14)

State	Total number of full-time public school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
50 States and DC	20,331.5	0.32	0.30	0.33	0.37	0.36	0.40	0.12
Alabama	1,767.9	1.98	1.06	1.63	1.75	2.47	1.68	0.37
Alaska	267.0	1.57	1.38	1.56	1.17	1.47	1.66	0.35
Arizona	1,968.1	1.54	1.37	1.77	2.06	1.72	1.97	0.41
Arkansas	883.0	2.18	1.70	1.87	2.90	1.49	2.14	0.54
California	7,643.3	1.39	1.24	1.35	1.56	1.53	1.76	0.45
Colorado	1,418.8	1.85	1.57	1.69	1.91	1.70	2.01	0.62
Connecticut	1,712.2	1.53	1.32	1.51	1.59	1.60	2.04	0.24
Delaware	843.6	2.69	1.70	2.55	2.28	1.73	2.71	0.89
District of Columbia	121.7	1.49	1.05	1.54	2.12	1.78	1.98	0.19
Florida	4,771.4	1.88	1.30	1.75	2.29	1.79	2.17	0.56
Georgia	3,121.5	2.21	2.15	1.73	2.63	2.38	2.49	0.80
Hawaii	259.3	2.11	1.34	1.74	2.07	1.60	1.87	0.65
Idaho	269.9	1.13	1.27	0.99	0.83	1.08	1.22	0.21
Illinois	3,841.6	1.67	1.72	1.90	1.42	1.97	1.57	0.48
Indiana	1,751.9	3.97	1.91	2.22	1.86	2.28	2.88	0.57
Iowa	999.3	1.63	1.54	1.64	1.82	1.83	2.09	0.74
Kansas	948.5	1.85	1.59	1.53	1.94	1.90	1.98	0.29
Kentucky	1,181.7	1.90	1.36	1.71	1.73	1.70	2.28	0.25
Louisiana	2,207.2	2.91	2.69	2.33	2.65	2.46	2.77	1.21
Maine	574.3	1.79	1.26	1.81	2.04	1.52	1.69	0.45
Maryland	1,696.1	1.91	1.46	1.58	2.00	1.32	2.09	0.61
Massachusetts	2,886.9	1.53	1.94	1.55	1.93	1.91	2.10	0.44
Michigan	4,005.7	1.74	1.93	1.68	2.04	2.66	2.32	0.63
Minnesota	3,648.9	2.45	1.28	2.59	2.40	2.58	2.26	0.67
Mississippi	1,002.3	1.40	1.39	1.49	1.29	1.59	1.72	0.65
Missouri	2,158.0	2.27	1.95	2.25	1.95	2.44	2.44	0.51
Montana	326.3	1.40	1.49	1.21	1.39	1.66	1.37	0.44
Nebraska	779.3	1.57	1.81	1.89	2.12	2.03	1.80	0.55
Nevada	707.0	1.57	1.68	1.51	1.85	1.72	1.92	0.46
New Hampshire	708.3	2.74	2.39	2.41	2.14	2.93	2.39	0.31
New Jersey	2,214.6	1.96	1.55	1.60	1.46	2.07	1.54	0.33
New Mexico	884.5	2.68	2.24	2.84	3.40	2.88	3.04	1.52
New York	5,744.5	1.44	1.21	2.02	1.87	1.67	1.79	0.64
North Carolina	2,813.6	2.31	2.76	2.05	2.12	2.02	2.75	0.51
North Dakota	362.7	1.41	1.35	1.57	1.03	1.73	1.41	0.41

See footnotes at end of table.

Table A1.14.—Standard errors for percentage of full-time public school teachers who reported participating in various professional development activities in the past 12 months, by state: 1999–2000 (table 1.14)—Continued

State	Total number of full-time public school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
Ohio	4,158.3	2.31	1.51	1.51	2.15	2.32	2.44	0.64
Oklahoma	1,687.9	2.38	2.51	1.79	2.72	2.61	2.82	0.33
Oregon	1,425.1	2.79	1.67	2.43	2.70	1.66	1.98	0.71
Pennsylvania	4,671.2	1.97	1.86	2.66	2.94	2.45	3.13	1.26
Rhode Island	316.6	0.94	1.07	1.16	1.27	0.91	0.88	0.49
South Carolina	1,558.4	2.15	1.83	2.13	1.99	2.29	2.18	0.50
South Dakota	384.2	1.36	1.31	1.31	1.12	1.52	1.72	0.50
Tennessee	2,168.9	2.27	2.04	2.07	2.89	2.11	2.06	0.72
Texas	8,861.1	1.62	1.45	1.01	1.70	1.71	1.63	0.36
Utah	990.9	1.68	2.15	1.73	1.75	2.03	1.94	0.50
Vermont	461.3	2.16	2.09	2.19	2.75	2.18	2.32	0.82
Virginia	4,894.2	1.51	1.23	1.54	1.10	1.74	2.34	0.41
Washington	2,006.8	1.27	1.41	1.97	2.02	1.73	1.65	0.43
West Virginia	702.4	1.85	1.94	1.81	1.61	1.77	2.28	0.44
Wisconsin	3,005.8	2.42	2.13	2.40	2.14	2.58	2.01	0.60
Wyoming	306.2	1.63	1.20	1.63	1.86	1.82	2.13	0.41

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table A1.15.—Standard errors for average hours per week that full-time public school teachers were required to be at school and average hours worked outside regular school hours, by state and selected characteristics: 1999–2000 (table 1.15)

State and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
50 States and DC	0.03	0.03	0.05
Alabama	0.10	0.16	0.16
Alaska	0.08	0.17	0.16
Arizona	0.21	0.18	0.34
Arkansas	0.13	0.18	0.22
California	0.13	0.12	0.20
Colorado	0.11	0.17	0.24
Connecticut	0.18	0.17	0.21
Delaware	0.11	0.11	0.35
District of Columbia	0.13	0.24	0.19
Florida	0.10	0.17	0.23
Georgia	0.11	0.19	0.21
Hawaii	0.12	0.14	0.27
Idaho	0.07	0.12	0.12
Illinois	0.17	0.18	0.26
Indiana	0.12	0.18	0.23
Iowa	0.10	0.26	0.25
Kansas	0.12	0.20	0.26
Kentucky	0.17	0.14	0.29
Louisiana	0.22	0.23	0.32
Maine	0.08	0.15	0.23
Maryland	0.12	0.17	0.31
Massachusetts	0.13	0.13	0.23
Michigan	0.16	0.24	0.22
Minnesota	0.13	0.26	0.27
Mississippi	0.06	0.16	0.12
Missouri	0.21	0.27	0.28
Montana	0.07	0.15	0.16
Nebraska	0.11	0.20	0.19
Nevada	0.10	0.19	0.25
New Hampshire	0.12	0.19	0.40
New Jersey	0.11	0.15	0.22
New Mexico	0.25	0.22	0.33
New York	0.12	0.17	0.20
North Carolina	0.21	0.17	0.26
North Dakota	0.08	0.19	0.25
Ohio	0.12	0.22	0.29
Oklahoma	0.17	0.20	0.28
Oregon	0.13	0.19	0.24
Pennsylvania	0.19	0.15	0.29
Rhode Island	0.09	0.10	0.15
South Carolina	0.15	0.16	0.21
South Dakota	0.07	0.18	0.18
Tennessee	0.11	0.20	0.34
Texas	0.09	0.17	0.20
Utah	0.16	0.28	0.23
Vermont	0.20	0.28	0.41
Virginia	0.13	0.14	0.23
Washington	0.09	0.16	0.21
West Virginia	0.15	0.21	0.18
Wisconsin	0.13	0.21	0.17
Wyoming	0.14	0.26	0.22

See footnotes at end of table.

Table A1.15.—Standard errors for average hours per week that full-time public school teachers were required to be at school and average hours worked outside regular school hours, by state and selected characteristics: 1999–2000 (table 1.15)—Continued

State and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Region			
Northeast	0.06	0.08	0.11
Midwest	0.05	0.08	0.09
South	0.04	0.06	0.07
West	0.07	0.07	0.11
Community type			
Central city	0.06	0.07	0.10
Urban fringe/large town	0.04	0.05	0.08
Rural/small town	0.05	0.06	0.08
School level			
Elementary	0.04	0.04	0.06
Secondary	0.03	0.05	0.06
Combined	0.10	0.14	0.12
Student enrollment			
Less than 100	0.17	0.21	0.27
100–199	0.17	0.24	0.20
200–499	0.06	0.05	0.10
500–749	0.06	0.07	0.11
750–999	0.09	0.09	0.14
1,000 or more	0.06	0.07	0.07

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table A1.16.—Standard errors for average class size and student/teacher ratios in public elementary schools, secondary schools, and schools with combined grades, by state: 1999–2000 (table 1.16)

State and school level	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio
50 States and DC	0.11	0.25	0.07	0.32	0.08	0.50	0.34	0.32	0.33
Alabama	0.43	1.25	0.21	1.45	0.23	0.20	0.60	0.82	0.42
Alaska	0.26	0.57	0.33	#	0.87	#	0.67	0.90	0.79
Arizona	0.37	1.69	0.42	1.28	0.36	0.45	#	#	#
Arkansas	0.27	1.36	0.25	#	0.73	0.39	†	#	#
California	0.38	1.16	0.35	0.93	0.21	0.49	1.22	1.37	0.91
Colorado	0.43	0.94	0.31	1.85	0.55	0.46	#	#	#
Connecticut	0.33	0.65	0.28	#	0.36	0.48	#	#	#
Delaware	0.37	#	0.21	#	1.17	#	#	†	#
District of Columbia	0.36	#	0.19	#	0.37	#	#	†	#
Florida	0.40	0.94	0.25	2.53	0.81	0.76	0.81	0.74	0.36
Georgia	0.53	1.35	0.31	#	0.44	0.41	#	1.00	#
Hawaii	0.32	0.97	0.32	#	0.25	#	#	#	#
Idaho	0.32	0.87	0.22	#	0.29	0.14	#	#	#
Illinois	0.49	0.77	0.26	0.98	0.38	0.25	1.09	1.30	#
Indiana	0.43	2.14	0.33	#	0.43	0.23	#	1.06	#
Iowa	0.37	0.95	0.32	1.54	0.70	0.39	#	1.14	#
Kansas	0.43	1.07	0.28	#	0.43	0.25	#	#	#
Kentucky	0.40	1.11	0.25	#	0.32	0.74	#	2.31	#
Louisiana	0.51	1.16	0.36	2.49	0.58	0.42	0.98	0.93	0.82
Maine	0.37	0.91	0.33	0.76	0.26	0.40	#	#	#
Maryland	0.66	0.69	0.44	#	0.19	0.20	#	#	#
Massachusetts	0.40	0.56	0.39	#	0.32	0.33	†	#	#
Michigan	0.79	1.18	0.27	#	0.51	0.51	#	1.51	#
Minnesota	0.36	0.89	0.43	#	0.49	2.36	#	2.10	#
Mississippi	0.36	0.61	0.24	1.11	0.35	0.39	1.22	0.78	0.64
Missouri	0.56	0.96	0.39	2.99	0.40	0.89	1.46	2.98	#
Montana	0.32	1.36	0.55	1.22	0.37	0.47	†	†	†
Nebraska	0.23	1.10	0.30	0.93	0.63	0.46	#	#	#
Nevada	0.26	1.37	0.37	#	0.42	0.78	#	#	#
New Hampshire	0.52	1.69	0.41	#	0.41	0.21	#	#	#
New Jersey	0.30	1.13	0.25	#	0.29	0.19	#	#	#
New Mexico	0.59	1.02	0.66	#	0.66	0.55	#	#	#
New York	0.63	1.54	0.27	#	0.42	0.21	0.61	0.69	0.22
North Carolina	0.47	1.16	0.24	#	0.20	0.19	#	1.69	#
North Dakota	0.36	0.46	0.71	0.98	0.37	0.55	†	#	#

See footnotes at end of table.

Table A1.16.—Standard errors for average class size and student/teacher ratios in public elementary schools, secondary schools, and schools with combined grades, by state: 1999–2000 (table 1.16)—Continued

State and school level	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio
Ohio	0.56	1.82	0.37	1.43	0.39	0.34	#	#	#
Oklahoma	0.45	1.24	0.51	1.91	0.40	0.42	†	#	#
Oregon	0.49	1.32	0.59	#	0.31	0.29	#	#	#
Pennsylvania	0.59	1.35	0.32	1.25	0.47	0.74	#	1.52	#
Rhode Island	0.28	0.28	0.18	#	0.23	#	#	#	#
South Carolina	0.42	0.87	0.29	#	0.30	0.59	#	#	#
South Dakota	0.40	0.45	0.51	1.34	0.33	0.32	#	#	#
Tennessee	0.40	0.66	0.36	1.46	0.41	34.49	1.11	0.77	#
Texas	0.36	1.36	0.24	1.15	0.37	0.39	2.20	1.95	1.43
Utah	0.35	#	0.37	#	0.68	0.99	#	#	#
Vermont	0.63	1.53	0.34	2.37	1.07	#	#	#	#
Virginia	0.52	0.82	0.29	1.08	0.38	0.66	#	#	#
Washington	0.36	0.58	0.45	1.25	0.44	1.31	2.51	1.51	#
West Virginia	0.42	0.46	0.24	1.46	0.36	0.60	#	#	#
Wisconsin	0.43	1.36	0.41	#	0.29	0.31	#	#	#
Wyoming	0.38	0.62	0.40	#	0.73	0.53	#	#	#

Too few sample cases.
† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey" and "Public School Teacher Survey."

Table A1.17.—Standard errors for percentage of public school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by state and selected characteristics: 1999–2000 (table 1.17)

State and selected characteristics	Total number of public school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
50 States and DC	19,454.0	0.11	0.19	0.06	0.23	0.15
Alabama	1,675.5	0.67	1.26	0.30	0.99	0.57
Alaska	280.8	0.39	0.53	0.19	0.77	0.52
Arizona	1,938.4	0.61	1.09	0.30	1.23	1.00
Arkansas	807.3	0.62	0.68	0.27	1.18	0.59
California	8,103.8	0.48	0.49	0.19	0.71	0.46
Colorado	1,417.7	0.60	0.85	#	0.99	0.62
Connecticut	1,636.9	0.21	0.61	0.11	0.88	0.55
Delaware	902.3	0.90	1.36	#	1.40	0.94
District of Columbia	121.3	0.63	1.56	0.22	1.37	0.84
Florida	5,066.9	0.86	1.22	0.31	1.08	0.91
Georgia	2,742.8	0.71	1.35	0.33	1.45	0.85
Hawaii	222.4	1.05	0.84	0.29	0.99	0.58
Idaho	207.6	0.15	0.51	0.14	0.44	0.39
Illinois	3,802.5	0.29	0.83	0.36	0.90	0.39
Indiana	1,325.4	0.57	0.58	0.24	1.12	0.75
Iowa	934.5	0.33	0.47	0.16	0.93	0.73
Kansas	783.4	0.28	0.75	0.26	0.78	0.55
Kentucky	1,134.3	0.66	0.79	0.54	1.22	0.62
Louisiana	2,098.3	1.11	2.16	0.10	2.31	1.31
Maine	592.0	0.26	0.42	0.11	1.13	0.96
Maryland	1,421.7	0.63	1.38	0.40	1.31	0.93
Massachusetts	2,539.7	0.43	0.81	0.42	1.50	0.68
Michigan	4,333.0	0.77	1.26	0.14	0.95	0.93
Minnesota	4,133.3	0.25	0.70	0.29	1.11	1.05
Mississippi	977.7	0.70	0.96	0.30	0.99	0.58
Missouri	1,967.1	0.63	1.14	0.39	1.73	1.41
Montana	364.0	0.62	0.89	0.57	0.97	0.38
Nebraska	810.3	0.36	0.51	0.19	0.70	0.57
Nevada	710.8	0.66	0.48	0.28	1.34	1.07
New Hampshire	603.5	0.15	0.34	0.11	1.43	1.09
New Jersey	2,148.4	0.52	0.71	0.37	0.80	0.79
New Mexico	866.8	1.21	1.52	0.38	1.75	1.78
New York	5,519.9	0.49	1.07	0.32	1.06	0.79
North Carolina	2,592.5	0.54	0.75	0.13	1.65	1.24
North Dakota	358.3	0.12	0.40	#	0.57	0.37

See footnotes at end of table.

Table A1.17.—Standard errors for percentage of public school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by state and selected characteristics: 1999–2000 (table 1.17)—Continued

State and selected characteristics	Total number of public school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Ohio	4,145.9	0.47	1.06	0.42	1.35	0.83
Oklahoma	1,644.1	0.49	1.03	0.11	1.17	1.12
Oregon	1,475.4	0.17	0.44	0.07	1.33	0.60
Pennsylvania	4,490.3	0.50	1.61	0.08	1.28	0.98
Rhode Island	296.7	#	0.40	#	0.65	0.60
South Carolina	1,377.8	0.63	0.95	0.22	1.10	0.94
South Dakota	372.0	0.71	0.76	0.37	0.91	0.50
Tennessee	2,258.9	0.87	1.39	0.10	1.65	0.67
Texas	8,961.7	0.52	0.50	0.28	0.89	0.75
Utah	934.5	0.78	0.87	0.57	1.15	0.58
Vermont	450.8	#	0.78	#	1.46	0.94
Virginia	5,065.7	0.26	0.78	0.08	1.19	0.76
Washington	1,742.6	0.50	0.70	0.13	0.98	0.61
West Virginia	634.8	0.20	0.54	0.26	1.19	0.67
Wisconsin	2,962.5	0.18	0.36	0.10	1.00	0.80
Wyoming	309.1	0.30	0.52	0.00	0.96	0.47
Region						
Northeast	7,860.0	0.21	0.55	0.13	0.52	0.37
Midwest	9,325.1	0.17	0.32	0.12	0.37	0.27
South	12,745.5	0.22	0.30	0.10	0.42	0.28
West	9,102.6	0.25	0.28	0.11	0.36	0.26
Community type						
Central city	16,011.6	0.30	0.55	0.19	0.56	0.40
Urban fringe/large town	19,037.7	0.14	0.22	0.06	0.27	0.22
Rural/small town	10,506.3	0.15	0.19	0.07	0.37	0.23
School level						
Elementary	15,663.6	0.15	0.29	0.07	0.32	0.24
Secondary	10,997.7	0.15	0.19	0.10	0.24	0.11
Combined	2,488.2	0.28	0.74	0.25	1.00	0.75
Student enrollment						
Less than 100	4,047.7	0.51	1.24	0.20	1.91	1.05
100–199	5,289.6	0.19	0.44	0.17	0.83	0.54
200–499	14,889.3	0.13	0.28	0.07	0.41	0.35
500–749	19,495.8	0.19	0.39	0.10	0.50	0.31
750–999	15,621.6	0.36	0.53	0.13	0.60	0.35
1,000 or more	17,352.9	0.26	0.41	0.15	0.43	0.25

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table A1.18.—Standard errors for percentage of public school teachers who agreed or strongly agreed with various statements regarding the working conditions in their school or classroom, by state: 1999–2000 (table 1.18)

State	Total number of public school teachers	Student misbehavior interferes with my teaching	Student tardiness and class cutting interferes with my teaching	Routine duties and paperwork interfere with my job of teaching	Rules for student behavior are consistently enforced by teachers in this school
50 States and DC	19,454.0	0.43	0.35	0.30	0.39
Alabama	1,675.5	1.75	1.38	1.44	1.77
Alaska	280.8	1.41	1.57	1.26	1.72
Arizona	1,938.4	2.06	1.91	1.85	1.94
Arkansas	807.3	2.21	2.22	1.98	2.14
California	8,103.8	1.54	1.46	1.44	1.46
Colorado	1,417.7	2.41	2.07	1.48	2.09
Connecticut	1,636.9	1.71	1.46	1.69	1.97
Delaware	902.3	2.93	3.55	2.47	3.33
District of Columbia	121.3	1.71	2.12	1.44	1.65
Florida	5,066.9	2.28	2.22	1.45	1.78
Georgia	2,742.8	2.06	2.41	1.35	2.15
Hawaii	222.4	1.91	2.13	1.71	1.81
Idaho	207.6	1.16	0.92	0.93	1.21
Illinois	3,802.5	1.98	1.44	1.64	1.60
Indiana	1,325.4	2.23	1.75	2.39	1.68
Iowa	934.5	1.77	1.61	1.54	1.96
Kansas	783.4	1.54	1.78	1.51	1.87
Kentucky	1,134.3	2.11	1.61	1.71	1.63
Louisiana	2,098.3	2.80	2.54	2.50	3.00
Maine	592.0	1.54	1.30	1.34	1.56
Maryland	1,421.7	2.63	2.11	2.18	2.33
Massachusetts	2,539.7	2.17	1.58	1.95	2.05
Michigan	4,333.0	2.50	2.22	1.92	2.00
Minnesota	4,133.3	2.78	2.49	1.59	1.96
Mississippi	977.7	1.27	1.17	1.48	1.27
Missouri	1,967.1	2.30	2.24	2.57	2.28
Montana	364.0	1.17	1.37	1.15	1.29
Nebraska	810.3	1.51	1.90	1.27	1.67
Nevada	710.8	1.78	1.64	1.31	1.74
New Hampshire	603.5	2.68	1.91	1.99	2.42
New Jersey	2,148.4	2.00	1.69	1.75	1.69
New Mexico	866.8	2.85	2.59	2.71	2.48
New York	5,519.9	1.81	1.54	1.66	1.60
North Carolina	2,592.5	2.84	2.91	1.83	2.48
North Dakota	358.3	1.62	1.06	1.52	1.49

See footnotes at end of table.

Table A1.18.—Standard errors for percentage of public school teachers who agreed or strongly agreed with various statements regarding the working conditions in their school or classroom, by state: 1999–2000 (table 1.18)—Continued

State	Total number of public school teachers	Student misbehavior interferes with my teaching	Student tardiness and class cutting interferes with my teaching	Routine duties and paperwork interfere with my job of teaching	Rules for student behavior are consistently enforced by teachers in this school
Ohio	4,145.9	2.00	2.15	1.77	2.14
Oklahoma	1,644.1	1.84	1.93	1.98	1.95
Oregon	1,475.4	2.56	1.65	1.88	2.05
Pennsylvania	4,490.3	3.30	2.37	2.40	2.87
Rhode Island	296.7	1.17	1.16	0.87	1.20
South Carolina	1,377.8	2.28	1.89	1.85	1.72
South Dakota	372.0	1.43	1.72	1.28	1.35
Tennessee	2,258.9	2.45	1.71	1.92	1.86
Texas	8,961.7	1.84	1.54	1.64	1.42
Utah	934.5	2.28	2.12	1.52	2.07
Vermont	450.8	3.42	2.33	2.12	2.29
Virginia	5,065.7	2.32	1.56	1.45	2.09
Washington	1,742.6	1.99	1.87	1.48	1.81
West Virginia	634.8	1.92	1.83	1.59	1.63
Wisconsin	2,962.5	1.86	1.68	1.83	1.82
Wyoming	309.1	1.81	2.00	2.10	1.74

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table A1.19.—Standard errors for percentage of public school teachers who taught students on Individual Education Plans (IEP) or Limited-English Proficient (LEP) students and percentage of these teachers with 8 or more hours of training on how to teach IEP or LEP students, by state: 1999–2000 (table 1.19)

State	Total number of public school teachers	Taught students with an IEP	Teachers with IEP students who had 8 or more hours of training in the last 3 years on how to teach special education students	Taught students with LEP	Teachers with LEP students who had 8 or more hours of training in the last 3 years on how to teach LEP students
50 States and DC	19,454.0	0.33	0.35	0.46	0.29
Alabama	1,675.5	1.43	1.50	1.81	0.75
Alaska	280.8	0.84	1.47	1.37	0.91
Arizona	1,938.4	1.50	1.55	2.50	1.90
Arkansas	807.3	1.22	1.85	2.17	0.82
California	8,103.8	1.55	1.53	1.86	2.06
Colorado	1,417.7	1.23	2.01	2.35	1.70
Connecticut	1,636.9	1.18	1.96	2.01	0.70
Delaware	902.3	2.81	2.87	3.99	1.08
District of Columbia	121.3	1.82	2.37	2.74	1.64
Florida	5,066.9	1.42	2.04	2.23	2.15
Georgia	2,742.8	1.87	1.69	2.72	1.32
Hawaii	222.4	1.07	1.40	1.85	1.63
Idaho	207.6	0.84	0.99	1.42	0.68
Illinois	3,802.5	1.52	1.30	2.68	0.86
Indiana	1,325.4	1.41	1.49	2.66	0.50
Iowa	934.5	1.09	1.43	2.27	0.54
Kansas	783.4	1.48	1.80	1.65	1.10
Kentucky	1,134.3	1.33	1.91	1.89	0.46
Louisiana	2,098.3	2.17	3.05	2.55	1.09
Maine	592.0	0.88	1.87	1.49	0.87
Maryland	1,421.7	1.48	1.80	2.72	0.52
Massachusetts	2,539.7	0.93	1.70	2.30	0.97
Michigan	4,333.0	1.58	1.47	2.21	0.71
Minnesota	4,133.3	1.34	2.14	2.72	1.13
Mississippi	977.7	1.80	1.31	1.05	0.51
Missouri	1,967.1	1.09	2.49	2.75	0.70
Montana	364.0	0.94	1.13	1.21	0.31
Nebraska	810.3	0.98	1.14	2.59	0.94
Nevada	710.8	1.18	1.39	2.04	1.45
New Hampshire	603.5	1.23	2.68	2.30	1.32
New Jersey	2,148.4	1.57	1.42	2.62	0.52
New Mexico	866.8	1.39	2.67	3.06	3.09
New York	5,519.9	1.50	1.27	1.88	1.20
North Carolina	2,592.5	2.32	2.12	2.90	1.02
North Dakota	358.3	0.82	0.96	1.25	0.55

See footnotes at end of table.

Table A1.19.—Standard errors for percentage of public school teachers who taught students on Individual Education Plans (IEP) or Limited-English Proficient (LEP) students and percentage of these teachers with 8 or more hours of training on how to teach IEP or LEP students, by state: 1999–2000 (table 1.19)—Continued

State	Total number of public school teachers	Taught students with an IEP	Teachers with IEP students who had 8 or more hours of training in the last 3 years on how to teach special education students	Taught students with LEP	Teachers with LEP students who had 8 or more hours of training in the last 3 years on how to teach LEP students
Ohio	4,145.9	1.63	1.59	1.98	0.44
Oklahoma	1,644.1	1.53	2.06	2.30	1.11
Oregon	1,475.4	1.67	2.21	2.29	2.17
Pennsylvania	4,490.3	2.12	1.95	2.85	0.61
Rhode Island	296.7	0.50	0.92	1.38	0.72
South Carolina	1,377.8	1.64	1.79	2.68	0.53
South Dakota	372.0	0.93	1.26	1.38	0.64
Tennessee	2,258.9	2.14	2.14	2.66	0.50
Texas	8,961.7	1.13	1.52	1.73	1.55
Utah	934.5	1.89	1.86	2.10	1.90
Vermont	450.8	1.00	2.11	2.54	1.17
Virginia	5,065.7	1.26	1.39	2.29	0.95
Washington	1,742.6	0.92	1.52	2.26	2.06
West Virginia	634.8	1.11	1.58	1.29	0.22
Wisconsin	2,962.5	1.56	1.73	2.76	0.67
Wyoming	309.1	0.97	1.55	1.90	0.50

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Standard Error Tables for Private Schools, Principals, Teachers, and School Library Media Centers

Table A2.01.—Standard errors for total number of private schools, principals, teachers, and students, by affiliation and NCES typology: 1999–2000 (table 2.01)

Affiliation and NCES typology	Schools	Principals	Teachers	Students
Total	238.6	259.0	10,633.5	131,000.8
Affiliation				
Catholic	24.4	24.4	1,836.3	23,351.8
Friends	15.7	12.1	445.0	3,095.8
Episcopal	25.8	25.6	1,522.7	12,123.3
Hebrew Day	4.1	27.1	(*)	5,421.7
Solomon Schechter	0.0	3.2	283.8	654.8
Other Jewish	2.7	3.8	(*)	6,029.6
Lutheran, Missouri Synod	17.5	15.7	1,220.2	9,378.3
Lutheran, Wisconsin Synod	0.0	3.5	255.1	1,029.2
Evangelical Lutheran	0.0	0.8	44.6	785.9
Other Lutheran	13.1	12.3	76.7	793.4
Seventh-Day Adventist	28.3	27.7	519.9	6,194.9
Christian Schools International	39.8	32.7	1,235.7	15,844.1
American Association of Christian Schools	27.4	39.3	(*)	13,246.2
Association of Christian Schools International	20.4	61.4	2,229.2	40,968.9
National Association of Private Schools for Exceptional Children	41.6	38.5	693.7	3,755.8
Montessori	40.7	37.2	982.9	4,756.4
Independent Schools	0.9	0.5	2,210.9	5,375.3
National Independent Private School Association	39.8	33.6	588.8	6,293.5
Other	225.4	250.6	7,920.9	98,670.3
NCES typology				
Catholic	24.4	24.4	1,836.3	23,351.8
Parochial	14.4	14.4	896.0	10,914.7
Diocesan	0.0	0.0	1,104.8	13,260.9
Private Order	19.5	19.5	1,466.4	20,109.5
Other religious	236.6	263.0	5,955.5	86,781.2
Conservative Christian	121.8	133.9	2,761.4	45,947.6
Affiliated	153.3	152.0	2,916.8	63,422.7
Unaffiliated	172.4	196.1	3,809.7	25,584.5
Nonsectarian	75.6	151.6	6,138.3	61,372.9
Regular	41.6	124.0	5,223.3	51,675.5
Special emphasis	62.0	84.7	2,179.4	15,616.0
Special education	44.2	44.4	2,286.3	6,895.1
All members of National Association of Independent Schools	43.4	40.1	2,996.9	14,693.1

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 "Private School Survey," "Private School Principal Survey," and "Private School Teacher Survey."

Table A2.02.—Standard errors for percentage of private schools with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience for private schools with a salary schedule, by affiliation and NCES typology: 1999–2000 (table 2.02)

Affiliation and NCES typology	Percentage of private schools with a salary schedule	Bachelor's degree and no experience	Master's degree and no experience	Highest step on salary schedule
Total	1.25	$114.2	$148.6	$230.3
Affiliation				
Catholic	0.89	99.7	111.8	245.6
Friends	11.75	#	#	#
Episcopal	5.11	616.2	741.6	2,025.3
Hebrew Day	5.86	#	#	#
Solomon Schechter	1.67	182.0	285.8	589.3
Other Jewish	5.72	793.3	1,493.3	1,303.9
Lutheran, Missouri Synod	4.00	204.0	292.2	584.1
Lutheran, Wisconsin Synod	3.23	189.8	257.8	423.3
Evangelical Lutheran	2.45	258.8	293.6	423.3
Other Lutheran	8.15	#	#	#
Seventh-Day Adventist	2.99	402.1	481.8	425.0
Christian Schools International	4.15	354.4	397.7	864.0
American Association of Christian Schools	6.55	499.4	660.5	1,129.4
Association of Christian Schools International	3.69	379.3	423.4	627.7
National Association of Private Schools for Exceptional Children	16.41	769.5	784.9	1,508.3
Montessori	4.86	565.2	608.7	1,039.2
Independent Schools	3.24	311.6	419.1	1,550.0
National Independent Private School Association	14.12	#	#	#
Other	3.01	400.0	547.2	839.8
Military				
NCES typology				
Catholic	0.89	99.7	111.8	245.6
Parochial	1.03	136.7	146.2	273.7
Diocesan	1.66	179.1	189.9	423.9
Private Order	2.65	392.5	508.8	1,146.9
Other religious	1.94	189.3	234.1	376.1
Conservative Christian	2.78	298.9	349.9	547.3
Affiliated	2.77	305.2	371.9	690.8
Unaffiliated	3.59	467.5	546.9	856.6
Nonsectarian	3.09	454.9	728.3	1,064.3
Regular	5.59	903.0	1,051.1	2,088.6
Special emphasis	4.97	539.1	1,387.9	1,153.5
Special education	7.04	486.8	508.7	1,112.6
All members of National Association of Independent Schools	2.73	295.6	507.3	1,078.3

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table A2.03.—Standard errors for percentage of private schools that required various teacher qualifications when considering teacher applicants, by affiliation and NCES typology: 1999–2000 (table 2.03)

Affiliation and NCES typology	Total number of private schools	Full standard state certification in field to be taught	Certification by a private school association or organization	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on a local SCHOOL test of basic skills or subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
Total	238.6	0.98	0.94	1.10	1.11	0.74	0.76	0.65	0.42
Affiliation									
Catholic	24.4	1.36	0.99	1.54	1.57	1.44	1.31	0.60	0.66
Friends	15.7	1.70	#	1.74	7.77	#	0.00	0.00	0.00
Episcopal	25.8	4.40	2.41	4.79	5.62	6.71	2.64	#	#
Hebrew Day	4.1	5.91	5.93	6.38	5.47	5.60	3.84	4.38	0.00
Solomon Schechter	0.0	3.07	#	2.71	2.05	1.89	2.00	#	0.00
Other Jewish	2.7	4.82	1.48	5.03	5.16	4.12	4.21	3.62	0.87
Lutheran, Missouri Synod	17.5	5.11	3.67	4.81	3.75	4.35	4.25	1.35	#
Lutheran, Wisconsin Synod	0.0	1.84	2.52	2.75	4.27	2.16	#	#	1.16
Evangelical Lutheran	0.0	3.63	1.00	3.56	3.32	3.12	2.40	1.01	#
Other Lutheran	13.1	3.80	3.95	3.50	4.93	2.11	2.11	0.00	#
Seventh-Day Adventist	28.3	3.41	3.85	4.17	4.17	4.16	3.46	2.20	1.32
Christian Schools International	39.8	5.95	4.60	5.90	5.10	5.16	3.57	#	0.86
American Association of Christian Schools	27.4	3.49	4.75	3.84	4.78	2.48	2.48	3.18	#
Association of Christian Schools International	20.4	2.72	2.98	3.93	2.80	2.01	1.57	1.43	0.95
National Association of Private Schools for Exceptional Children	41.6	13.39	13.90	13.00	13.29	12.40	12.53	13.86	8.83
Montessori	40.7	4.89	5.34	6.07	6.05	5.26	4.54	2.54	#
Independent Schools	0.9	2.41	1.24	2.20	2.67	2.08	1.75	#	#
National Independent Private School Association	39.8	14.51	14.11	9.43	10.89	14.16	14.15	13.42	15.53
Other	225.4	2.10	1.91	2.50	2.66	1.73	1.69	1.62	0.96
Military									
NCES typology	24.4	1.36	0.99	1.54	1.57	1.44	1.31	0.60	0.66
Catholic	14.4	1.86	1.13	2.02	1.98	1.78	1.66	0.88	0.96
Parochial	0.0	2.16	2.14	2.30	2.80	3.04	2.60	1.23	1.64
Diocesan	19.5	4.38	1.43	4.64	4.55	2.71	2.31	1.16	1.76
Private Order									
Other religious	236.6	1.11	1.11	1.33	1.47	0.90	0.89	0.83	0.40
Conservative Christian	121.8	1.71	2.47	2.49	1.83	1.50	1.08	1.43	0.68
Affiliated	153.3	2.72	2.08	2.81	2.92	1.84	1.62	1.57	0.87
Unaffiliated	172.4	1.82	1.83	2.08	2.57	2.01	1.92	1.56	0.73
Nonsectarian	75.6	2.53	2.92	3.04	3.47	2.56	2.51	2.05	1.57
Regular	41.6	4.81	4.90	4.62	6.42	5.86	5.22	1.53	2.34
Special emphasis	62.0	3.95	4.95	4.29	5.11	4.15	3.77	4.75	1.49
Special education	44.2	5.40	0.35	5.90	5.65	6.68	5.70	4.78	5.02
All members of National Association of Independent Schools	43.4	2.72	1.12	2.31	2.77	1.79	1.38	0.63	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table A2.04.—Standard errors for percentage of private elementary schools that offered a particular program or service, by affiliation and NCES typology: 1999–2000 (table 2.04)

Affiliation and NCES typology	Total number of private elementary schools	Programs with special instructional approaches	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
Total	278.4	1.40	1.16	1.27	1.28	1.01	1.42
Affiliation							
Catholic	54.5	0.86	1.06	0.75	1.23	1.30	1.84
Friends	8.8	3.42	#	1.93	2.73	#	2.07
Episcopal	13.1	4.82	5.22	4.28	0.00	#	3.88
Hebrew Day	9.4	6.01	7.70	6.98	8.47	5.81	7.50
Solomon Schechter	0.6	1.91	3.85	3.64	1.65	2.53	3.07
Other Jewish	4.2	8.52	9.29	7.64	6.50	3.83	5.00
Lutheran, Missouri Synod	15.9	1.82	2.87	1.61	#	2.75	3.49
Lutheran, Wisconsin Synod	1.5	1.99	3.35	1.71	1.77	3.40	2.70
Evangelical Lutheran	0.8	3.41	2.72	2.93	#	1.93	2.34
Other Lutheran	12.4	4.05	3.65	#	0.00	17.07	5.33
Seventh-Day Adventist	28.6	7.23	4.74	2.22	4.23	#	5.97
Christian Schools International	#	#	#	#	#	#	#
American Association of Christian Schools	#	#	#	#	#	#	#
Association of Christian Schools International	9.5	3.78	4.39	5.10	2.11	2.59	4.23
National Association of Private Schools for Exceptional Children	#	#	#	#	#	#	#
Montessori	42.4	0.00	5.72	5.97	5.47	5.34	3.59
Independent Schools	#	#	#	#	#	#	#
National Independent Private School Association	#	#	#	#	#	#	#
Other	258.5	5.01	3.19	3.88	4.49	3.03	4.62
Military							
NCES typology							
Catholic	54.5	0.86	1.06	0.75	1.23	1.30	1.84
Parochial	14.4	0.99	1.18	1.03	1.49	1.65	2.36
Diocesan	0.0	1.53	2.82	1.46	2.59	2.74	2.71
Private Order	#	#	#	#	#	#	#
Other religious	230.9	1.92	1.50	2.27	1.62	1.08	2.59
Conservative Christian	71.5	4.20	4.19	4.52	2.93	3.20	4.54
Affiliated	150.2	2.39	2.31	2.49	1.69	1.22	3.62
Unaffiliated	264.6	2.55	2.41	4.04	3.33	1.76	3.80
Nonsectarian	154.9	4.96	4.71	4.07	5.32	4.58	5.09
Regular	92.3	9.67	7.66	6.69	10.07	7.06	9.28
Special emphasis	110.7	3.22	6.00	5.72	6.96	5.22	3.90
Special education	#	#	#	#	#	#	#
All members of National Association of Independent Schools	30.1	7.52	4.24	2.69	0.00	4.08	0.85

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table A2.05.—Standard errors for percentage of private secondary and combined schools that offered a particular program or service, by affiliation and NCES typology: 1999–2000 (table 2.05)

Affiliation and NCES typology	Total number of private secondary and combined schools	Programs with special instructional approaches	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Bacca-laureate (IB)	Specialized career academy	Specialized Tech-Prep program(s)
Total	269.1	1.88	1.20	1.39	1.52	1.28	1.86	1.59	0.44	0.62	0.81
Affiliation											
Catholic	58.5	1.57	1.90	1.62	1.20	2.19	1.87	2.00	0.26	0.76	1.11
Friends	#	#	#	#	#	#	#	#	#	#	#
Episcopal	21.8	15.17	5.35	3.73	15.06	12.66	9.17	13.01	#	0.00	0.00
Hebrew Day	#	#	#	#	#	#	#	#	#	#	#
Solomon Schechter	#	#	#	#	#	#	#	#	#	#	#
Other Jewish	2.8	5.03	6.88	8.83	5.63	1.39	7.26	8.04	0.00	0.00	0.00
Lutheran, Missouri Synod	#	#	#	#	#	#	#	#	#	#	#
Lutheran, Wisconsin Synod	#	#	#	#	#	#	#	#	#	#	#
Evangelical Lutheran	#	#	#	#	#	#	#	#	#	#	#
Other Lutheran	#	#	#	#	#	#	#	#	#	#	#
Seventh-Day Adventist	8.8	5.43	7.37	3.66	5.66	7.49	8.43	7.71	#	2.62	4.89
Christian Schools International	36.7	2.75	8.55	1.52	2.61	2.64	9.03	7.92	0.00	0.00	#
American Association of Christian Schools	59.9	4.72	2.86	4.32	3.03	3.19	6.32	4.39	#	0.00	2.48
Association of Christian Schools International	18.2	4.19	4.14	1.91	2.50	2.96	3.82	3.20	#	1.86	2.17
National Association of Private Schools for Exceptional Children	44.1	4.45	#	0.00	13.60	9.69	10.39	#	#	5.98	7.30
Montessori	#	#	#	#	#	#	#	#	#	#	#
Independent Schools	0.9	1.87	2.20	2.14	1.13	2.82	2.09	1.78	1.18	0.72	0.80
National Independent Private School Association	#	#	#	#	#	#	#	#	#	#	#
Other	247.7	3.30	2.14	2.56	3.05	2.37	3.51	2.55	#	1.14	1.37
NCES typology											
Catholic	58.5	1.57	1.90	1.62	1.20	2.19	1.87	2.00	0.26	0.76	1.11
Parochial	0.0	4.48	3.58	2.79	3.64	4.60	4.39	4.46	#	#	2.81
Diocesan	0.0	1.36	3.20	2.29	1.98	2.36	2.51	2.95	#	1.47	2.18
Private Order	58.5	2.56	2.93	3.01	1.51	3.83	3.33	3.76	#	#	#
Other religious	256.9	2.98	2.16	2.22	2.00	1.54	2.73	2.07	0.75	0.59	0.77
Conservative Christian	134.9	2.91	2.33	2.25	2.13	1.92	2.89	2.42	1.18	1.04	1.23
Affiliated	126.0	5.37	4.78	6.04	2.00	2.88	7.51	5.08	1.58	0.66	1.86
Unaffiliated	253.4	6.58	4.78	4.65	5.27	3.23	3.82	3.93	#	#	1.03
Nonsectarian	151.2	3.39	2.45	1.65	3.41	3.44	3.56	2.30	0.37	1.67	2.08
Regular	86.4	3.80	4.84	3.83	3.68	3.24	4.28	4.06	1.02	#	2.38
Special emphasis	107.9	9.31	5.54	2.87	9.99	8.19	8.04	4.80	#	5.43	5.55
Special education	75.0	2.83	0.00	0.00	5.84	5.61	5.53	0.00	0.00	2.66	2.04
All members of National Association of Independent Schools	29.2	1.92	2.07	2.46	0.91	2.72	2.35	1.45	0.90	0.54	0.60

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table A2.06.—Standard errors for number of private schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of private school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by NCES typology and selected characteristics: 1999–2000 (table 2.06)

NCES typology and selected characteristics	Number of schools				Number of students	
	Total number of private schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Total	238.6	184.4	276.7	201.9	9,435.4	10,169.7
NCES typology		107.1	114.7	135.1	6,735.6	6,853.7
Catholic	24.4	89.3	96.0	89.1	5,364.1	5,417.7
Parochial	14.4	69.1	62.9	79.3	4,746.2	4,704.1
Diocesan	0.0	#	36.8	#	867.5	#
Private	19.5					
Other religious	236.6	125.4	205.9	109.3	4,918.4	2,777.9
Conservative Christian	121.8	#	115.7	#	2,492.9	#
Affiliated	153.3	93.6	102.5	60.3	3,088.8	2,490.0
Unaffiliated	172.4	54.5	122.6	62.6	2,216.3	1,031.9
Nonsectarian	75.6	87.9	189.9	123.6	6,167.6	6,800.2
Regular	41.6	#	131.6	#	1,777.6	#
Special emphasis	62.0	#	#	#	#	#
Special education	44.2	#	96.1	89.3	5,477.5	6,090.0
All members of National Association of Independent Schools	43.4	#	16.4	#	218.6	#
Region						
Northeast	221.6	121.7	144.1	94.9	5,945.0	5,785.8
Midwest	328.8	107.2	181.8	130.6	4,974.1	6,080.0
South	284.4	84.3	151.1	82.2	3,266.9	2,947.8
West	197.4	82.8	118.3	107.5	3,901.3	3,564.9
Community type						
Central city	241.4	134.2	190.9	153.8	8,176.9	9,352.6
Urban fringe/large town	322.2	109.3	164.0	102.2	3,829.9	3,180.3
Rural/small town	256.2	85.5	117.7	94.8	2,240.5	2,158.5
School level						
Elementary	278.4	167.7	232.0	171.8	7,775.3	7,668.5
Secondary	126.4	26.9	72.7	45.4	2,444.3	2,402.5
Combined	276.2	105.9	175.9	113.5	4,817.2	5,496.9
Student Enrollment						
Less than 100	371.1	121.9	241.0	139.2	4,931.0	5,387.2
100–199	239.3	130.0	161.9	123.7	5,540.9	4,872.4
200–499	257.1	106.1	115.0	95.4	5,643.0	5,870.2
500–749	82.9	36.5	48.9	38.6	4,381.3	4,138.2
750–999	36.1	#	19.7	#	705.5	#
1,000 or more	32.6	#	#	#	#	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 "Private School Survey."

Table A2.07.—Standard errors for percentage of private schools with various security measures, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.07)

Affiliation, NCES typology, and selected characteristics	Total number of private schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Total	238.6	1.12	0.72	0.21	0.18	0.41	0.47	0.63
Affiliation								
Catholic	24.4	0.65	0.52	#	0.22	0.39	0.36	0.84
Friends	15.7	12.67	2.73	0.00	0.00	#	2.84	#
Episcopal	25.8	4.31	2.08	0.00	0.00	0.91	5.51	1.51
Hebrew Day	4.1	5.64	4.85	0.00	0.00	0.00	2.71	5.54
Solomon Schechter	0.0	1.32	1.21	0.00	0.00	#	3.60	2.76
Other Jewish	2.7	4.84	4.02	0.00	0.00	#	3.81	4.54
Lutheran, Missouri Synod	17.5	4.35	3.05	0.00	0.00	0.78	#	1.64
Lutheran, Wisconsin Synod	0.0	2.87	1.55	0.00	0.00	1.14	#	1.39
Evangelical Lutheran	0.0	3.72	1.99	0.00	0.00	#	0.00	1.18
Other Lutheran	13.1	7.48	2.86	0.00	0.00	0.00	0.00	0.00
Seventh-Day Adventist	28.3	6.03	2.28	0.00	#	2.41	#	#
Christian Schools International	39.8	5.56	5.15	0.00	0.00	1.28	0.50	0.51
American Association of Christian Schools	27.4	4.54	5.92	#	1.31	2.06	2.25	1.62
Association of Christian Schools International	20.4	1.87	2.74	#	0.00	0.66	1.29	2.16
National Association of Private Schools for Exceptional Children	41.6	4.60	5.82	#	6.01	6.69	3.16	9.84
Montessori	40.7	3.86	2.70	0.00	0.00	0.00	#	4.49
Independent Schools	0.9	2.26	1.64	0.00	0.00	1.34	2.84	1.69
National Independent Private School Association	39.8	1.56	1.05	0.00	0.00	2.10	1.01	0.90
Other	225.4	2.95	1.86	0.61	0.49	1.00	1.20	1.24
NCES typology								
Catholic	24.4	0.65	0.52	#	0.22	0.39	0.36	0.84
Parochial	14.4	0.86	0.82	#	0.39	0.33	0.37	1.13
Diocesan	0.0	1.03	0.73	0.00	0.00	1.01	0.74	1.62
Private	19.5	1.81	0.48	0.00	0.00	1.25	1.64	2.15
Other religious	236.6	1.70	1.34	#	0.10	0.67	0.70	0.84
Conservative Christian	121.8	1.86	1.92	#	0.27	0.62	0.84	1.30
Affiliated	153.3	2.96	1.41	0.00	0.00	0.53	0.75	1.07
Unaffiliated	172.4	3.24	2.94	0.00	#	1.67	1.83	1.81
Nonsectarian	75.6	3.38	1.91	0.95	0.76	1.40	1.30	1.61
Regular	41.6	6.07	1.03	0.00	0.00	1.74	2.80	2.75
Special emphasis	62.0	4.91	4.73	0.83	1.06	2.51	1.17	2.80
Special education	44.2	2.44	2.89	4.44	3.11	3.27	1.55	1.48
All members of National Association of Independent Schools	43.4	2.12	1.75	0.00	0.00	1.24	2.23	1.47

See footnotes at end of table.

Table A2.07.—Standard errors for percentage of private schools with various security measures, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.07)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Region								
Northeast	221.6	2.18	1.67	0.40	0.31	0.47	0.58	1.09
Midwest	328.8	2.52	1.42	#	0.21	0.80	0.70	1.13
South	284.4	1.76	1.42	0.19	0.20	0.85	1.22	1.39
West	197.4	2.60	1.81	#	0.81	1.32	0.80	1.21
Community type								
Central city	241.4	1.80	1.04	0.40	0.25	0.47	0.68	0.95
Urban fringe/large town	322.2	1.63	1.06	0.28	0.38	0.61	0.85	0.95
Rural/small town	256.2	3.31	2.20	#	#	1.25	1.29	1.42
School level								
Elementary	278.4	1.70	1.13	0.31	0.11	0.35	0.57	0.82
Secondary	126.4	2.08	2.64	#	1.52	1.94	2.71	2.36
Combined	276.2	2.11	1.48	0.37	0.32	1.01	0.89	1.01
Student enrollment								
Less than 100	371.1	2.30	1.66	0.45	0.38	0.84	0.70	0.95
100–199	239.3	1.28	1.19	0.31	0.31	0.77	1.18	1.47
200–499	257.1	0.70	0.71	#	0.23	0.52	0.60	0.95
500–749	82.9	1.20	1.67	#	#	1.83	1.36	1.76
750–999	36.1	2.20	1.91	0.00	#	3.07	2.99	3.27
1,000 or more	32.6	4.61	5.81	0.00	0.00	1.40	5.34	5.86

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table A2.08.—Standard errors for total number of private school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.08)

Affiliation, NCES typology, and selected characteristics	Total number of private schools	Total number of private school library media centers	For schools with library media centers: Percentage of library media centers with paid state certified library media specialists	For schools with library media centers: Average number of paid full-time or part-time state certified library media specialists	For schools with library media centers: Average number of students per paid full-time or part-time certified library media specialist	For schools with library media centers: Average number of paid other library staff
Total	238.6	323.2	0.95	0.01	10.07	0.02
Affiliation						
Catholic	24.4	74.1	1.17	0.01	13.83	0.04
Friends	15.7	10.5	6.23	0.11	27.58	0.29
Episcopal	25.8	29.0	5.53	0.06	20.61	0.13
Hebrew Day	4.1	14.2	3.45	0.04	40.00	0.12
Solomon Schechter	0.0	1.1	2.93	0.06	21.68	0.38
Other Jewish	2.7	20.3	5.64	0.08	19.18	0.09
Lutheran, Missouri Synod	17.5	50.6	1.25	0.01	53.13	0.09
Lutheran, Wisconsin Synod	0.0	12.7	#	0.00	#	0.04
Evangelical Lutheran	0.0	4.3	1.70	0.02	27.82	0.11
Other Lutheran	13.1	#	#	#	#	#
Seventh-Day Adventist	28.3	52.9	1.79	0.04	0.00	0.10
Christian Schools International	39.8	37.8	5.11	0.05	35.79	0.19
American Association of Christian Schools	27.4	62.2	3.11	0.04	43.32	0.17
Association of Christian Schools International	20.4	99.4	3.36	0.04	44.95	0.06
National Association of Private Schools for Exceptional Children	41.6	48.9	11.81	0.12	19.84	0.17
Montessori	40.7	70.5	3.75	0.04	48.11	0.14
Independent Schools	0.9	5.5	2.55	0.04	12.82	0.09
National Independent Private School Association	39.8	#	#	#	#	#
Other	225.4	284.6	3.01	0.03	44.86	0.07
NCES typology						
Catholic	24.4	74.1	1.17	0.01	13.83	0.04
Parochial	14.4	62.6	1.46	0.02	18.74	0.05
Diocesan	0.0	58.9	2.75	0.03	21.33	0.08
Private	19.5	42.4	3.19	0.04	30.22	0.11
Other religious	236.6	250.0	1.71	0.02	22.66	0.04
Conservative Christian	121.8	141.6	2.47	0.03	38.03	0.06
Affiliated	153.3	157.3	3.17	0.04	38.94	0.08
Unaffiliated	172.4	141.7	2.43	0.03	32.82	0.07
Nonsectarian	75.6	200.3	2.21	0.03	25.41	0.05
Regular	41.6	164.4	3.82	0.05	33.28	0.09
Special emphasis	62.0	103.3	2.47	0.03	47.21	0.10
Special education	44.2	91.1	5.31	0.05	10.72	0.10
All members of National Association of Independent Schools	43.4	34.3	2.94	0.04	14.07	0.09

See footnotes at end of table.

Table A2.08.—Standard errors for total number of private school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.08)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private schools	Total number of private school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
Region						
Northeast	221.6	161.7	1.29	0.01	30.09	0.05
Midwest	328.8	179.2	1.32	0.01	19.84	0.04
South	284.4	231.8	2.13	0.03	14.74	0.05
West	197.4	154.2	1.85	0.02	24.90	0.08
Community type						
Central city	241.4	261.4	1.43	0.02	18.09	0.04
Urban fringe/large town	322.2	233.8	1.38	0.02	12.11	0.04
Rural/small town	256.2	139.1	1.61	0.02	17.19	0.06
School level						
Elementary	278.4	251.5	0.90	0.01	11.82	0.03
Secondary	126.4	91.2	2.38	0.03	13.89	0.07
Combined	276.2	173.8	2.18	0.03	23.57	0.04
Student enrollment						
Less than 100	371.1	286.3	1.34	0.01	4.98	0.05
100–199	239.3	217.7	1.35	0.02	3.73	0.05
200–499	257.1	172.7	1.54	0.02	5.45	0.04
500–749	82.9	58.9	2.45	0.04	10.23	0.08
750–999	36.1	35.1	3.29	0.05	12.92	0.11
1,000 or more	32.6	26.3	3.63	0.07	49.53	0.19

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Library Media Center Survey" and "Private School Survey."

Table A2.09.—Standard errors for percentage of private school library media centers with selected equipment and services, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.09)

Affiliation, NCES typology, and selected characteristics	Total number of private school library media centers	Percentage of private school library media centers			
		With a telephone	With automated circulation	With connection to Internet	With distance learning
Total	323.2	1.47	1.17	1.37	0.78
Affiliation					
Catholic	74.1	1.73	1.45	1.82	0.94
Friends	10.5	3.91	7.59	13.53	1.99
Episcopal	29.0	4.62	6.82	4.68	1.90
Hebrew Day	14.2	6.86	2.30	5.97	2.80
Solomon Schechter	1.1	2.19	3.09	2.07	1.23
Other Jewish	20.3	6.33	5.49	5.67	1.61
Lutheran, Missouri Synod	50.6	4.61	4.32	4.72	1.86
Lutheran, Wisconsin Synod	12.7	5.60	0.63	4.32	2.29
Evangelical Lutheran	4.3	3.65	1.66	3.19	#
Other Lutheran	#	#	#	#	#
Seventh-Day Adventist	52.9	6.05	3.94	7.07	2.72
Christian Schools International	37.8	4.23	5.06	5.57	1.34
American Association of Christian Schools	62.2	6.44	3.36	6.80	4.39
Association of Christian Schools International	99.4	4.84	4.21	4.22	3.24
National Association of Private Schools for Exceptional Children	48.9	7.90	8.76	8.81	3.46
Montessori	70.5	7.81	3.24	7.82	#
Independent Schools	5.5	1.22	2.55	1.59	1.14
National Independent Private School Association	#	#	#	#	#
Other	284.6	4.69	3.68	4.17	2.78
NCES typology					
Catholic	74.1	1.73	1.45	1.82	0.94
Parochial	62.6	2.47	1.60	2.37	1.29
Diocesan	58.9	2.63	3.08	3.07	1.44
Private	42.4	3.97	4.47	4.14	2.25
Other religious	250.0	2.42	2.01	2.40	1.28
Conservative Christian	141.6	3.58	3.00	3.53	2.21
Affiliated	157.3	3.85	3.19	3.82	2.68
Unaffiliated	141.7	4.00	3.53	4.37	1.62
Nonsectarian	200.3	3.45	2.61	2.80	2.49
Regular	164.4	5.08	4.95	2.87	4.32
Special emphasis	103.3	7.56	2.65	6.19	2.62
Special education	91.1	6.04	2.61	6.90	2.59
All members of National Association of Independent Schools	34.3	0.93	2.87	1.40	1.02

See footnotes at end of table.

Table A2.09.—Standard errors for percentage of private school library media centers with selected equipment and services, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.09)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private school library media centers	Percentage of private school library media centers			
		With a telephone	With automated circulation	With connection to Internet	With distance learning
Region					
Northeast	161.7	2.42	1.79	2.50	1.82
Midwest	179.2	2.17	1.57	2.47	1.81
South	231.8	2.98	2.48	2.43	0.98
West	154.2	3.72	2.91	3.30	1.71
Community type					
Central city	261.4	2.02	1.71	2.07	1.25
Urban fringe/large town	233.8	2.09	1.71	1.81	1.29
Rural/small town	139.1	3.52	1.93	3.42	1.72
School level					
Elementary	251.5	2.02	1.31	1.76	1.08
Secondary	91.2	2.67	2.48	2.46	2.09
Combined	173.8	2.25	2.33	2.05	1.16
Student enrollment					
Less than 100	286.3	3.20	1.29	2.89	1.85
100–199	217.7	2.75	1.92	2.69	1.80
200–499	172.7	1.98	1.73	1.70	0.92
500–749	58.9	2.31	2.55	2.22	1.50
750–999	35.1	1.92	3.19	2.63	1.81
1,000 or more	26.3	1.50	3.47	0.83	2.66

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Library Media Center Survey."

Table A2.10.—Standard errors for percentage of private school principals with experience in teaching, administration, or other selected positions before becoming principals, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.10)

Affiliation, NCES typology, and selected characteristics	Total number of private school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director
Total	259.0	0.91	0.97	1.09	1.21	0.88	0.46	0.89
Affiliation								
Catholic	24.4	0.41	1.53	1.42	1.44	0.81	0.51	1.21
Friends	12.1	2.56	13.72	4.92	10.94	1.91	1.67	4.99
Episcopal	25.6	1.59	4.92	5.38	5.00	3.91	2.34	4.96
Hebrew Day	27.1	0.00	7.86	7.21	6.83	2.61	#	#
Solomon Schechter	3.2	1.20	2.37	3.02	3.70	#	0.90	#
Other Jewish	3.8	3.75	5.60	5.31	5.74	3.91	#	#
Lutheran, Missouri Synod	15.7	0.89	3.64	3.42	4.74	1.42	1.83	5.26
Lutheran, Wisconsin Synod	3.5	4.01	2.89	2.22	2.33	1.49	#	2.99
Evangelical Lutheran	0.8	2.40	2.75	3.67	3.36	#	0.62	3.28
Other Lutheran	12.3	11.71	4.38	3.55	4.37	2.61	1.72	4.41
Seventh-Day Adventist	27.7	3.95	3.80	3.55	4.95	2.76	3.24	3.08
Christian Schools International	32.7	3.57	5.68	3.01	4.18	3.33	0.00	3.93
American Association of Christian Schools	39.3	5.52	4.05	5.15	5.38	3.33	#	4.30
Association of Christian Schools International	61.4	2.96	3.08	2.99	3.76	2.43	1.10	3.15
National Association of Private Schools for Exceptional Children	38.5	13.34	11.21	9.44	12.22	13.32	#	13.28
Montessori	37.2	5.28	3.57	5.60	5.23	1.30	2.19	2.69
Independent Schools	0.5	1.26	3.11	2.74	2.38	1.65	#	2.81
National Independent Private School Association	33.6	1.94	12.78	12.38	5.79	8.23	#	12.65
Other	250.6	2.38	2.28	2.40	2.83	2.30	1.26	2.08
NCES typology								
Catholic	24.4	0.41	1.53	1.42	1.44	0.81	0.51	1.21
Parochial	14.4	0.47	2.02	1.80	2.07	1.03	0.81	1.60
Diocesan	0.0	0.90	2.89	2.65	2.54	1.19	0.72	2.33
Private	19.5	0.36	4.59	3.56	4.36	2.66	0.96	2.94
Other religious	263.0	1.66	1.13	1.41	1.67	1.15	0.91	1.45
Conservative Christian	133.9	2.62	2.23	2.33	2.81	1.89	0.95	2.26
Affiliated	152.0	2.27	2.49	1.85	2.99	2.76	2.65	3.05
Unaffiliated	196.1	3.83	1.97	2.56	3.10	1.59	1.07	2.48
Nonsectarian	151.6	1.56	3.04	2.89	3.39	2.45	0.91	2.23
Regular	124.0	2.05	5.12	5.24	5.56	3.92	0.55	3.64
Special emphasis	84.7	3.39	4.55	4.07	4.50	3.83	1.66	2.90
Special education	44.4	2.25	6.16	5.08	6.19	5.15	2.69	5.05
All members of National Association of Independent Schools	40.1	0.95	2.96	2.96	2.45	2.31	0.51	2.90

See footnotes at end of table.

Table A2.10.—Standard errors for percentage of private school principals with experience in teaching, administration, or other selected positions before becoming principals, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.10)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director
Region								
Northeast	197.3	1.83	2.08	2.02	1.94	1.32	0.94	1.71
Midwest	213.2	1.84	2.11	1.64	2.00	1.00	0.72	1.62
South	230.4	1.59	1.79	1.75	2.02	1.14	0.69	1.67
West	181.2	2.20	2.61	2.88	2.69	2.74	1.88	2.50
Community type								
Central city	225.5	0.98	1.59	1.89	1.86	1.22	0.66	1.21
Urban fringe/large town	288.8	1.16	1.68	1.56	1.73	1.44	0.86	1.48
Rural/small town	253.1	2.98	2.34	2.39	2.74	1.57	1.13	2.17
School level								
Elementary	244.9	1.07	1.21	1.46	1.56	1.00	0.56	1.10
Secondary	133.3	1.02	3.13	2.49	2.77	2.35	0.41	2.50
Combined	265.4	2.29	1.54	1.39	2.12	1.84	1.22	1.63
Student enrollment								
Less than 100	356.7	1.95	1.62	1.82	2.06	1.52	1.02	1.75
100–199	250.3	1.23	2.05	2.40	2.10	1.66	0.96	1.75
200–499	152.0	0.51	1.52	1.38	1.63	0.90	0.44	1.35
500–749	72.7	1.02	2.87	2.54	3.18	2.15	0.30	3.05
750–999	33.1	0.99	3.47	3.01	2.98	2.17	#	3.68
1,000 or more	23.77	2.85	5.07	3.74	4.14	3.87	0.00	3.85

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Principal Survey."

Table A2.11.—Standard errors for percentage distribution of private school teachers by age and average and median age of private school teachers, by affiliation and NCES typology: 1999–2000 (table 2.11)

Affiliation and NCES typology	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
Total	0.43	0.61	0.40	0.36	0.13	0.25
Affiliation						
Catholic	0.52	0.82	0.62	0.62	0.17	0.30
Friends	1.89	4.95	2.59	1.72	0.60	1.46
Episcopal	2.05	2.30	1.53	1.41	0.53	0.92
Hebrew Day	(*)	(*)	(*)	(*)	(*)	(*)
Solomon Schechter	2.82	2.79	1.23	1.36	0.50	0.75
Other Jewish	(*)	(*)	(*)	(*)	(*)	(*)
Lutheran, Missouri Synod	1.51	1.87	1.47	1.73	0.43	0.46
Lutheran, Wisconsin Synod	1.55	1.54	0.91	1.37	0.45	0.94
Evangelical Lutheran	0.90	1.71	1.14	1.02	0.27	0.35
Other Lutheran	2.82	9.05	2.13	12.84	2.19	4.25
Seventh-Day Adventist	2.88	3.11	2.45	2.86	1.04	1.67
Christian Schools International	1.91	3.57	2.34	1.70	0.59	1.46
American Association of Christian Schools	(*)	(*)	(*)	(*)	(*)	(*)
Association of Christian Schools International	1.13	2.16	1.52	1.39	0.48	0.64
National Association of Private Schools for Exceptional Children	4.08	4.86	4.03	2.60	1.12	2.07
Montessori	2.79	4.30	2.45	2.10	0.61	1.38
Independent Schools	1.06	1.66	1.17	1.21	0.32	0.60
National Independent Private School Association	7.18	7.25	5.29	3.22	1.76	3.37
Other	1.37	1.56	0.90	0.98	0.39	0.82
NCES typology						
Catholic	0.52	0.82	0.62	0.62	0.17	0.30
Parochial	0.80	1.27	0.85	0.91	0.25	0.46
Diocesan	0.98	1.39	1.09	0.90	0.33	0.57
Private Order	1.35	1.73	1.37	1.67	0.46	0.51
Other religious	0.79	1.10	0.68	0.62	0.25	0.44
Conservative Christian	1.01	1.77	1.19	1.08	0.39	0.52
Affiliated	1.19	1.28	0.90	0.87	0.34	0.69
Unaffiliated	2.40	2.27	1.20	1.36	0.64	0.81
Nonsectarian	0.94	1.31	0.94	0.75	0.27	0.64
Regular	1.23	1.67	1.30	1.08	0.40	0.80
Special emphasis	2.34	2.43	2.32	1.63	0.55	1.03
Special education	3.33	3.52	1.87	1.50	0.76	1.18
All members of National Association of Independent Schools	0.95	1.45	1.12	1.12	0.28	0.47

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Teacher Survey."

Table A2.12.—Standard errors for percentage of full-time private school teachers who reported participating in various professional development activities in the past 12 months, by affiliation and NCES typology: 1999–2000 (table 2.12)

Affiliation and NCES typology	Total number of full-time private school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
Total	8,843.6	0.68	0.66	0.70	0.88	0.66	0.77	0.52
Affiliation								
Catholic	1,731.3	0.84	0.70	0.81	0.91	0.82	0.90	0.43
Friends	373.0	2.68	6.24	6.02	7.48	2.57	9.59	1.87
Episcopal	1,347.5	2.36	2.83	2.28	3.11	2.59	2.70	1.29
Hebrew Day	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Solomon Schechter	186.6	1.56	2.84	2.17	2.53	1.84	2.89	1.07
Other Jewish	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Lutheran, Missouri Synod	1,041.6	2.61	3.30	2.41	3.48	2.62	2.73	1.11
Lutheran, Wisconsin Synod	294.8	2.05	1.99	2.68	2.55	1.67	2.13	1.10
Evangelical Lutheran	43.2	1.73	1.94	1.71	1.71	1.81	1.82	1.31
Other Lutheran	54.4	3.80	8.77	6.36	7.04	4.94	4.21	3.10
Seventh-Day Adventist	464.7	4.51	4.16	4.71	4.30	3.75	3.86	2.63
Christian Schools International	1,109.2	2.81	3.30	2.53	3.19	3.93	2.83	2.32
American Association of Christian Schools	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Association of Christian Schools International	2,056.8	2.33	2.43	2.15	2.17	2.14	2.60	1.51
National Association of Private Schools for Exceptional Children	652.5	5.13	6.41	5.30	6.14	6.46	5.00	1.56
Montessori	819.9	5.83	6.14	5.14	3.47	5.00	5.39	6.76
Independent Schools	2,182.6	1.97	1.70	1.45	1.73	1.38	1.45	0.93
National Independent Private School	482.9	7.25	7.95	9.76	6.40	7.59	7.85	5.58
Other	6,601.4	2.09	1.62	2.08	2.51	1.70	2.12	1.62
NCES typology								
Catholic	1,731.3	0.84	0.70	0.81	0.91	0.82	0.90	0.43
Parochial	768.5	1.20	1.34	1.30	1.35	1.52	1.37	0.57
Diocesan	1,148.8	1.44	1.54	1.40	1.57	1.41	1.56	0.71
Private Order	1,276.5	1.76	1.82	1.78	2.08	1.78	1.91	1.11
Other religious	4,979.2	1.37	1.35	1.37	1.51	1.16	1.34	1.00
Conservative Christian	2,448.8	1.97	2.28	1.85	1.96	1.83	2.13	1.40
Affiliated	2,495.4	1.58	1.68	1.84	2.35	1.93	1.71	1.47
Unaffiliated	3,107.4	3.11	2.59	2.93	3.27	2.06	2.51	2.60
Nonsectarian	5,392.4	1.77	1.51	1.57	1.91	1.60	1.49	1.14
Regular	4,412.5	2.12	2.00	2.12	2.30	1.69	1.68	1.31
Special emphasis	1,905.5	3.68	4.14	3.10	3.65	3.31	3.86	3.21
Special education	2,039.8	4.86	3.33	2.88	4.60	2.95	3.16	1.40
All members of National Association of Independent Schools	2,757.0	2.02	1.52	1.47	1.66	1.37	1.46	0.90

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Teacher Survey."

Table A2.13.—Standard errors for average hours per week that full-time private school teachers were required to be at school and average hours worked outside regular school hours, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.13)

Affiliation, NCES typology, and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Total	0.08	0.07	0.10
Affiliation			
Catholic	0.06	0.09	0.10
Friends	0.28	0.50	0.49
Episcopal	0.31	0.37	0.35
Hebrew Day	(*)	(*)	(*)
Solomon Schechter	0.21	0.29	0.29
Other Jewish	(*)	(*)	(*)
Lutheran, Missouri Synod	0.18	0.19	0.31
Lutheran, Wisconsin Synod	0.26	0.22	0.34
Evangelical Lutheran	0.13	0.15	0.21
Other Lutheran	1.04	0.61	0.99
Seventh-Day Adventist	0.43	0.35	0.55
Christian Schools International	0.23	0.28	0.43
American Association of Christian Schools	(*)	(*)	(*)
Association of Christian Schools International	0.16	0.14	0.30
National Association of Private Schools for Exceptional Children	0.79	0.55	0.59
Montessori	0.39	0.20	0.36
Independent Schools	0.20	0.21	0.22
National Independent Private School Association	0.43	0.49	0.65
Other	0.25	0.17	0.30
NCES typology			
Catholic	0.06	0.09	0.10
Parochial	0.10	0.10	0.17
Diocesan	0.11	0.12	0.18
Private	0.18	0.26	0.21
Other religious	0.12	0.12	0.14
Conservative Christian	0.17	0.13	0.23
Affiliated	0.20	0.25	0.19
Unaffiliated	0.26	0.24	0.32
Nonsectarian	0.22	0.12	0.24
Regular	0.28	0.17	0.36
Special emphasis	0.57	0.31	0.28
Special education	0.29	0.23	0.32
All members of National Association of Independent Schools	0.18	0.22	0.22

See footnotes at end of table.

Table A2.13.—Standard errors for average hours per week that full-time private school teachers were required to be at school and average hours worked outside regular school hours, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.13)—Continued

Affiliation, NCES typology, and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Region			
Northeast	0.14	0.12	0.24
Midwest	0.15	0.11	0.15
South	0.14	0.12	0.14
West	0.22	0.14	0.18
Community type			
Central city	0.11	0.10	0.15
Urban fringe/large town	0.10	0.10	0.13
Rural/small town	0.25	0.16	0.24
School level			
Elementary	0.09	0.06	0.11
Secondary	0.12	0.15	0.14
Combined	0.17	0.14	0.22
Student enrollment			
Less than 100	0.22	0.15	0.28
100–199	0.16	0.10	0.20
200–499	0.12	0.10	0.13
500–749	0.18	0.19	0.22
750–999	0.19	0.22	0.25
1,000 or more	0.38	0.39	0.62

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Teacher Survey."

Table A2.14.—Standard errors for average class size and student/teacher ratios in private elementary schools, secondary schools, and schools with combined grades, by affiliation and NCES typology: 1999–2000 (table 2.14)

Affiliation, NCES typology, and school level	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio
Total	0.20	0.34	0.18	1.46	0.31	0.36	0.31	0.26	0.45
Affiliation									
Catholic	0.22	0.44	0.17	#	0.22	0.19	#	1.39	0.60
Friends	0.55	#	0.21	#	#	#	#	1.59	#
Episcopal	0.46	#	0.39	#	1.28	#	#	0.52	0.33
Hebrew Day	(*)	(*)	0.63	(*)	(*)	#	(*)	(*)	#
Solomon Schechter	0.27	#	0.10	†	#	#	#	#	#
Other Jewish	(*)	(*)	0.73	(*)	(*)	#	(*)	(*)	#
Lutheran, Missouri Synod	0.40	0.99	0.37	#	1.21	#	#	#	#
Lutheran, Wisconsin Synod	0.39	#	0.31	#	0.54	#	#	#	#
Evangelical Lutheran	0.38	0.63	0.55	†	#	#	#	#	#
Other Lutheran	0.92	#	0.72	†	#	#	#	#	#
Seventh-Day Adventist	0.63	#	0.48	†	1.24	#	#	#	0.69
Christian Schools International	0.55	1.89	0.62	#	1.41	#	#	0.67	#
American Association of Christian Schools	(*)	(*)	#	(*)	(*)	#	(*)	(*)	0.34
Association of Christian Schools International	0.58	#	0.48	#	1.94	#	0.50	0.60	0.28
National Association of Private Schools for Exceptional Children	#	#	#	#	#	#	0.47	#	1.56
Montessori	0.68	#	0.96	†	†	†	#	#	#
Independent Schools	#	#	#	#	0.20	0.17	0.44	0.27	0.19
National Independent Private School Association	1.56	#	#	#	#	#	#	#	#
Other	0.68	0.60	0.59	#	1.35	0.98	0.50	0.56	0.84
NCES typology									
Catholic	0.22	0.44	0.17	#	0.22	0.19	#	1.39	0.60
Parochial	0.26	0.53	0.16	#	0.56	0.24	#	#	#
Diocesan	0.45	0.75	0.34	#	0.34	0.23	#	#	#
Private	#	#	#	#	0.41	0.35	#	1.88	0.79
Other religious	0.34	0.43	0.35	#	0.96	0.91	0.38	0.33	0.66
Conservative Christian	0.63	1.19	0.44	#	1.50	#	0.46	0.49	0.21
Affiliated	0.27	0.55	0.37	#	0.77	0.38	0.91	0.47	0.62
Unaffiliated	0.65	0.64	0.81	#	1.79	1.64	1.02	0.61	2.42
Nonsectarian	0.64	0.67	0.55	#	0.57	0.86	0.57	0.37	0.34
Regular	0.75	0.74	0.83	#	0.59	1.20	0.65	0.40	0.41
Special emphasis	0.92	#	0.75	#	1.57	#	#	0.93	0.98
Special education	#	#	#	#	#	#	0.39	0.58	0.53
All members of National Association of Independent Schools	0.51	1.53	0.55	#	0.29	0.21	1.08	0.30	0.16

Too few sample cases.
† Not applicable.
* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey" and "Private School Teacher Survey."

Table A2.15.—Standard errors for percentage of private school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.15)

Affiliation, NCES typology, and selected characteristics	Total number of private school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Total	10,633.5	0.11	0.18	0.06	0.35	0.22
Affiliation						
Catholic	1,836.3	0.12	0.12	0.06	0.23	0.14
Friends	445.0	0.00	0.00	0.00	0.31	#
Episcopal	1,522.7	#	#	#	0.87	#
Hebrew Day	(*)	(*)	(*)	(*)	(*)	(*)
Solomon Schechter	283.8	0.00	0.00	0.00	#	0.00
Other Jewish	(*)	(*)	(*)	(*)	(*)	(*)
Lutheran, Missouri Synod	1,220.2	#	#	0.00	0.73	#
Lutheran, Wisconsin Synod	255.1	#	0.00	0.00	0.46	0.00
Evangelical Lutheran	44.6	0.00	#	0.00	0.25	#
Other Lutheran	76.7	#	#	0.00	0.00	0.00
Seventh-Day Adventist	519.9	#	0.00	0.00	1.13	0.93
Christian Schools International	1,235.7	#	#	#	#	0.00
American Association of Christian Schools	(*)	(*)	(*)	(*)	(*)	(*)
Association of Christian Schools International	2,229.2	0.44	#	#	0.51	0.40
National Association of Private Schools for Exceptional Children	693.7	0.77	3.53	1.16	5.78	4.81
Montessori	982.9	#	#	#	1.08	0.97
Independent Schools	2,210.9	#	#	0.00	0.33	0.23
National Independent Private School Association	588.8	0.00	0.00	0.00	3.32	#
Other	7,920.9	0.32	0.67	0.20	1.19	0.81
NCES typology						
Catholic	1,836.3	0.12	0.12	0.06	0.23	0.14
Parochial	896.0	0.14	0.13	#	0.26	0.18
Diocesan	1,104.8	0.25	0.17	#	0.40	0.25
Private	1,466.4	0.29	0.37	0.00	0.59	0.47
Other religious	5,955.5	0.17	0.17	0.11	0.31	0.21
Conservative Christian	2,761.4	0.31	0.26	0.26	0.47	0.44
Affiliated	2,916.8	0.25	#	0.00	0.28	0.13
Unaffiliated	3,809.7	0.37	0.44	#	0.84	0.40
Nonsectarian	6,138.3	0.27	0.61	0.20	1.15	0.82
Regular	5,223.3	#	#	0.00	0.59	0.09
Special emphasis	2,179.4	0.36	0.32	#	1.38	1.54
Special education	2,286.3	1.21	2.96	1.03	3.84	3.57
All members of National Association of Independent Schools	2,996.9	0.25	#	#	0.30	0.21

See footnotes at end of table.

Table A2.15.—Standard errors for percentage of private school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.15)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Region						
Northeast	3,422.9	0.27	0.57	0.16	0.75	0.63
Midwest	3,520.5	0.16	0.20	0.05	0.68	0.36
South	6,079.4	0.11	0.15	0.05	0.38	0.25
West	2,646.4	0.35	0.41	0.30	0.67	0.56
Community type						
Central city	6,053.6	0.14	0.18	0.10	0.46	0.29
Urban fringe/large town	6,047.3	0.14	0.35	0.10	0.46	0.38
Rural/small town	2,777.4	0.40	0.45	0.00	0.95	0.58
School level						
Elementary	3,870.1	0.11	0.13	0.07	0.30	0.21
Secondary	2,908.9	0.36	0.41	0.28	0.79	0.28
Combined	8,136.6	0.18	0.38	0.09	0.73	0.55
Student enrollment						
Less than 100	4,108.5	0.38	0.50	0.23	1.19	0.95
100-199	4,853.7	0.25	0.62	0.17	1.00	0.66
200-499	5,258.3	0.11	0.12	0.07	0.22	0.20
500-749	3,665.3	0.34	0.27	#	0.28	#
750-999	2,419.3	0.36	#	#	0.30	#
1,000 or more	2,984.5	0.37	#	#	#	0.00

Too few sample cases.

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Teacher Survey."

Standard Error Tables for Public Charter Schools, Principals, Teachers, and School Library Media Centers

Table A3.01.—Standard errors for total number of public charter schools, principals, teachers, and students, by selected characteristics: 1999–2000 (table 3.01)

Selected characteristics	Schools	Principals	Teachers	Students
Total	4.3	4.3	260.3	3,957.0
Region				
Northeast	2.3	2.4	79.5	756.2
Midwest	2.9	2.6	204.2	1,341.6
South	3.1	3.1	110.2	1,496.4
West	3.6	3.7	175.0	3,338.8
Community type				
Central city	8.2	8.2	233.2	3,148.5
Urban fringe/large town	6.9	6.6	240.7	3,272.5
Rural/small town	5.8	5.5	142.0	1,039.6
School level				
Elementary	5.9	5.1	187.7	2,238.7
Secondary	6.4	5.9	185.2	2,951.8
Combined	5.0	5.1	131.0	2,191.5
Student enrollment				
Less than 100	6.8	6.3	105.0	436.0
100–199	5.7	6.3	138.8	845.3
200–349	5.6	5.1	132.0	1,439.2
350–499	3.7	3.9	113.0	1,502.1
500 or more	4.5	4.2	224.3	4,020.5
School origin				
Newly created	6.6	7.1	274.4	3,483.1
Pre-existing public school	4.4	4.6	191.6	2,760.3
Pre-existing private school	4.0	4.2	89.7	871.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey," "Public Charter School Principal Survey," and "Public Charter School Teacher Survey."

Table A3.02.—Standard errors for percentage of public charter schools with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience for public charter schools with a salary schedule, by selected characteristics: 1999–2000 (table 3.02)

Selected characteristics	Percentage of schools with a salary schedule	Bachelor's degree and no experience	Master's degree and no experience	Highest step on salary schedule
Total	0.72	$71.6	$87.1	$210.7
Region				
Northeast	2.06	242.8	262.1	931.1
Midwest	1.53	101.4	146.9	389.9
South	1.18	131.3	150.2	354.5
West	1.18	134.1	153.5	341.5
Community type				
Central city	1.04	110.8	133.2	352.8
Urban fringe/large town	1.17	124.5	133.7	340.6
Rural/small town	1.79	191.9	228.8	435.6
School level				
Elementary	0.86	93.6	114.6	245.7
Secondary	1.63	175.1	227.4	517.0
Combined	1.66	187.6	215.5	427.5
Student enrollment				
Less than 100	1.44	188.4	194.7	457.0
100–199	1.49	128.0	147.2	440.7
200–349	1.54	168.2	180.0	464.5
350–499	2.48	283.7	322.4	730.8
500 or more	1.67	132.1	226.8	412.0
School origin				
Newly created	0.92	85.6	97.6	272.1
Pre-existing public school	0.98	172.6	221.5	351.7
Pre-existing private school	2.37	198.0	265.2	639.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table A3.03.—Standard errors for percentage of public charter schools that required various teacher qualifications when considering teacher applicants, by selected characteristics: 1999–2000 (table 3.03)

Selected characteristics	Total number of public charter schools	Full standard state certification in field to be taught	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
Total	4.3	0.63	0.60	0.78	0.72	0.72	0.50
Region							
Northeast	2.3	2.15	1.79	2.29	2.16	2.21	2.25
Midwest	2.9	1.22	1.21	1.49	1.41	1.43	0.82
South	3.1	1.24	1.24	1.09	1.12	1.07	1.03
West	3.6	1.06	1.12	1.27	1.15	1.16	0.68
Community type							
Central city	8.2	0.96	0.82	1.05	1.02	1.02	0.68
Urban fringe/large town	6.9	1.06	1.27	1.31	1.28	1.27	0.88
Rural/small town	5.8	2.13	2.17	1.92	2.06	1.92	1.52
School level							
Elementary	5.9	0.78	0.72	0.98	0.82	0.91	0.72
Secondary	6.4	1.75	1.64	1.91	1.90	1.71	1.33
Combined	5.0	1.77	1.74	1.68	1.74	1.62	1.15
Student enrollment							
Less than 100	6.8	1.58	1.43	1.41	1.58	1.41	1.00
100–199	5.7	1.23	1.33	1.20	1.22	1.10	0.96
200–349	5.6	1.46	1.51	1.79	1.69	1.57	1.44
350–499	3.7	2.20	2.35	2.61	2.29	2.40	1.83
500 or more	4.5	1.39	1.48	1.58	1.54	1.91	1.65
School origin							
Newly created	6.6	0.82	0.78	0.94	0.94	0.88	0.59
Pre-existing public school	4.4	1.36	1.58	1.64	1.47	1.58	1.51
Pre-existing private school	4.0	2.10	2.31	2.19	2.06	1.95	1.73

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table A3.04.—Standard errors for percentage of public charter elementary schools that offered a particular program or service, by selected characteristics: 1999–2000 (table 3.04)

Selected characteristics	Total number of public charter elementary schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
All elementary schools	5.9	0.87	0.77	0.69	0.96	0.86	0.89
Region							
Northeast	2.6	3.06	1.76	2.59	2.76	2.55	2.19
Midwest	2.7	1.93	1.74	0.92	1.91	1.46	1.70
South	3.7	1.50	1.39	1.00	1.52	1.24	1.38
West	4.2	1.46	1.43	1.19	1.45	1.42	1.63
Community type							
Central city	6.9	1.21	1.09	0.95	1.34	1.21	1.18
Urban fringe/large town	5.2	1.45	1.37	1.09	1.43	1.43	1.41
Rural/small town	3.6	2.41	2.46	1.79	2.62	1.97	2.38
Student enrollment							
Less than 100	5.3	1.86	1.52	1.35	1.95	1.60	1.92
100–199	4.7	1.66	1.43	1.21	1.53	1.38	1.66
200–349	4.3	1.95	1.85	1.61	1.76	1.97	1.86
350–499	2.9	2.38	2.93	1.85	3.26	2.21	2.06
500 or more	3.0	2.09	1.90	1.60	2.23	2.12	1.79
School origin							
Newly created	5.8	0.99	0.89	0.78	1.14	0.99	1.07
Pre-existing public school	2.8	2.15	1.62	1.70	1.75	1.73	2.02
Pre-existing private school	3.2	2.20	2.39	1.70	3.17	2.61	1.91

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table A3.05.—Standard errors for percentage of public charter secondary and combined schools that offered a particular program or service, by selected characteristics: 1999–2000 (table 3.05)

Selected characteristics	Total number of public charter secondary and combined schools	Programs with special instructional approaches	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized Tech-Prep program(s)
Total	6.5	1.13	1.09	0.88	1.35	0.97	1.16	1.07	0.27	1.07	1.03
Region											
Northeast	2.7	3.78	2.66	#	4.23	3.51	3.44	3.20	0.00	3.51	3.40
Midwest	3.5	2.07	1.74	1.23	2.15	1.96	1.93	1.79	0.00	2.18	1.77
South	3.6	2.17	2.40	1.58	2.47	2.30	2.12	2.28	1.01	2.31	1.93
West	4.7	1.97	1.98	1.54	2.06	1.68	1.90	1.92	#	1.78	1.59
Community type											
Central city	6.7	1.41	1.47	1.26	1.83	1.30	1.71	1.62	0.44	1.32	1.28
Urban fringe/large town	5.1	2.40	1.95	1.63	2.16	1.89	1.88	2.03	#	1.93	1.91
Rural/small town	4.9	2.07	2.43	2.33	2.88	2.48	2.54	2.52	0.00	2.69	2.76
School level											
Secondary	6.4	1.62	1.49	1.39	1.78	1.33	1.43	1.45	#	1.39	1.21
Combined	5.0	1.65	1.65	1.20	1.74	1.76	1.85	1.60	0.42	1.53	1.68
Student enrollment											
Less than 100	5.7	2.08	1.45	1.35	2.39	1.83	2.07	1.58	#	1.92	1.55
100–199	4.8	1.80	2.20	1.84	2.42	2.04	2.29	2.07	#	1.65	1.68
200–349	4.1	2.73	2.65	2.05	2.85	2.31	2.57	2.61	#	2.01	2.45
350–499	2.5	4.43	3.84	3.59	4.25	3.16	4.69	4.57	0.00	4.87	4.19
500 or more	3.6	3.29	3.40	3.02	3.52	3.08	3.16	3.12	0.00	3.31	2.81
School origin											
Newly created	6.9	1.27	1.25	1.08	1.48	1.11	1.42	1.26	0.32	1.17	1.17
Pre-existing public school	3.7	3.29	2.65	1.14	2.72	2.49	2.23	2.58	#	2.69	2.31
Pre-existing private school	2.9	2.95	4.39	3.07	3.61	3.68	3.86	3.01	#	2.93	3.01

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table A3.06.—Standard errors for number of public charter schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of public charter prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by selected characteristics: 1999–2000 (table 3.06)

Selected characteristics	Number of schools				Number of students	
	Total number of public charter schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Total	4.3	7.2	6.0	7.3	2,272.4	2,151.6
Region						
Northeast	2.3	2.5	2.6	2.9	580.7	545.6
Midwest	2.9	3.6	3.0	3.7	800.0	831.4
South	3.1	3.9	3.6	4.0	992.4	991.6
West	3.6	4.9	5.2	5.2	1,937.8	1,841.1
Community type						
Central city	8.2	7.6	8.3	6.8	1,999.4	1,922.4
Urban fringe/large town	6.9	4.7	6.1	5.8	1,442.3	1,193.1
Rural/small town	5.8	4.4	5.6	4.4	491.4	416.6
School level						
Elementary	5.9	6.0	5.8	6.3	1,727.9	1,751.9
Secondary	6.4	4.9	6.3	4.4	1,482.9	1,418.0
Combined	5.0	4.1	4.8	4.2	948.1	834.8
Student enrollment						
Less than 100	6.8	5.2	6.5	5.2	262.3	221.6
100–199	5.7	4.6	5.5	4.3	550.2	477.8
200–349	5.6	4.1	5.4	4.2	826.4	687.5
350–499	3.7	2.8	3.6	3.2	739.3	647.9
500 or more	4.5	3.6	4.2	4.1	2,045.8	1,981.4
School origin						
Newly created	6.6	6.5	7.0	6.7	1,706.8	1,582.4
Pre-existing public school	4.4	3.5	4.1	3.7	1,601.3	1,482.7
Pre-existing private school	4.0	2.8	3.8	3.0	471.0	450.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table A3.07.—Standard errors for percentage of public charter schools with various security measures, by selected characteristics: 1999–2000 (table 3.07)

Selected characteristics	Total number of public charter schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Total	4.3	0.40	0.47	0.18	0.30	0.50	0.50	0.39
Region								
Northeast	2.3	1.32	1.14	0.92	1.17	1.37	1.95	1.92
Midwest	2.9	0.86	1.12	0.28	0.59	0.97	0.94	0.96
South	3.1	0.74	0.68	0.39	0.73	1.06	0.96	0.81
West	3.6	0.70	0.97	#	0.49	0.80	0.75	0.57
Community type								
Central city	8.2	0.46	0.70	0.27	0.46	0.51	0.76	0.62
Urban fringe/large town	6.9	0.73	0.90	0.33	0.49	0.89	0.74	0.71
Rural/small town	5.8	1.51	1.77	0.00	0.57	1.73	1.15	0.88
School level								
Elementary	5.9	0.54	0.40	0.00	0.25	0.31	0.58	0.47
Secondary	6.4	0.84	1.53	0.67	1.11	1.37	1.51	1.35
Combined	5.0	0.97	1.21	0.45	0.81	1.81	1.25	1.25
Student enrollment								
Less than 100	6.8	0.90	1.23	0.34	0.57	1.03	0.84	0.74
100–199	5.7	0.66	1.05	0.26	0.52	0.95	0.86	0.87
200–349	5.6	0.79	1.07	0.47	0.90	1.06	1.43	0.90
350–499	3.7	0.80	1.66	#	1.07	1.40	2.27	1.71
500 or more	4.5	0.87	0.92	#	0.97	1.17	1.48	1.33
School origin								
Newly created	6.6	0.48	0.58	0.24	0.39	0.56	0.65	0.45
Pre-existing public school	4.4	0.83	1.37	0.00	0.78	1.25	1.24	1.08
Pre-existing private school	4.0	1.46	1.40	#	1.06	1.52	1.39	1.16

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table A3.08.—Standard errors for total number of public charter school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by selected characteristics: 1999–2000 (table 3.08)

Selected characteristics	Total number of public charter schools	Total number of public charter school library media centers	For schools with library media centers: Percentage of library media centers with paid state certified library media specialists	For schools with library media centers: Average number of paid full-time or part-time state certified library media specialists	For schools with library media centers: Average number of students per paid full-time or part-time certified library media specialist	For schools with library media centers: Average number of paid other library staff
Total	4.3	7.0	0.79	0.01	16.33	0.02
Region						
Northeast	2.3	2.6	2.28	0.04	42.92	0.06
Midwest	2.9	3.6	1.83	0.02	26.34	0.03
South	3.1	3.2	1.28	0.03	13.68	0.03
West	3.6	5.3	1.38	0.02	32.77	0.04
Community type						
Central city	8.2	6.2	0.94	0.01	36.88	0.02
Urban fringe/large town	6.9	4.4	1.26	0.02	20.24	0.04
Rural/small town	5.8	4.2	2.19	0.02	26.19	0.04
School level						
Elementary	5.9	5.6	1.00	0.01	15.96	0.02
Secondary	6.4	4.1	2.28	0.04	69.55	0.06
Combined	5.0	3.9	2.00	0.02	32.55	0.05
Student enrollment						
Less than 100	6.8	4.0	1.55	0.02	4.64	0.03
100–199	5.7	4.1	1.18	0.02	8.09	0.03
200–349	5.6	4.2	1.75	0.02	8.01	0.03
350–499	3.7	2.4	3.28	0.05	9.48	0.06
500 or more	4.5	3.9	1.77	0.03	21.78	0.05
School origin						
Newly created	6.6	6.6	0.91	0.01	17.21	0.02
Pre-existing public school	4.4	3.4	1.96	0.03	21.62	0.05
Pre-existing private school	4.0	2.7	#	0.01	#	0.06

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table A3.09.—Standard errors for percentage of public charter school principals with experience in teaching, administration, or other selected positions before becoming principals, by selected characteristics: 1999–2000 (table 3.09)

Selected characteristics	Total number of public charter school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
Total	4.3	0.46	0.76	0.72	0.78	0.39	0.28	0.60
Region								
Northeast	2.4	1.17	2.13	2.03	2.33	1.07	0.00	1.88
Midwest	2.6	0.80	1.34	1.09	1.39	0.82	#	1.26
South	3.1	1.01	1.42	1.27	1.27	0.74	0.65	0.91
West	3.7	0.70	1.43	1.24	1.27	0.76	0.47	1.16
Community type								
Central city	8.2	0.74	0.97	0.97	0.94	0.62	0.31	0.79
Urban fringe/large town	6.6	0.60	1.22	1.19	1.19	0.66	0.47	1.14
Rural/small town	5.5	0.97	2.16	1.88	2.22	1.10	0.70	1.74
School level								
Elementary	5.1	0.53	0.87	0.83	0.85	0.47	0.32	0.78
Secondary	5.9	1.30	1.87	1.48	1.68	1.10	0.54	1.39
Combined	5.1	0.96	1.95	1.79	1.91	1.17	0.68	1.58
Student enrollment								
Less than 100	6.3	0.90	1.35	1.25	1.49	0.94	0.63	1.27
100–199	6.3	0.99	1.27	1.14	1.20	0.86	0.44	1.14
200–349	5.1	0.93	1.57	1.63	1.67	0.93	#	1.49
350–499	3.9	1.54	2.26	2.72	2.48	1.87	#	2.18
500 or more	4.2	0.28	2.00	1.98	1.77	0.96	#	1.60
School origin								
Newly created	7.1	0.58	0.91	0.83	0.90	0.47	0.35	0.76
Pre-existing public school	4.6	0.55	1.69	1.75	1.33	0.90	0.42	1.41
Pre-existing private school	4.2	1.25	1.94	2.10	2.12	1.11	0.95	1.63

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Principal Survey."

Table A3.10.—Standard errors for percentage distribution of public charter school teachers by age and average and median age of public charter school teachers, by selected characteristics: 1999–2000 (table 3.10)

Selected characteristics	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
Total	0.46	0.50	0.27	0.22	0.11	0.17
Region						
Northeast	1.43	1.40	0.86	0.69	0.30	0.52
Midwest	1.70	1.54	0.59	0.32	0.31	0.65
South	0.62	0.78	0.55	0.40	0.17	0.25
West	0.74	0.86	0.45	0.40	0.19	0.30
Community type						
Central city	0.63	0.70	0.36	0.29	0.16	0.30
Urban fringe/large town	0.77	0.73	0.46	0.33	0.19	0.32
Rural/small town	1.43	1.71	0.77	0.84	0.29	0.57
School level						
Elementary	0.55	0.57	0.32	0.26	0.12	0.19
Secondary	1.08	1.24	0.76	0.72	0.36	0.69
Combined	1.15	1.19	0.66	0.50	0.26	0.59
Student enrollment						
Less than 100	1.15	1.31	0.71	0.88	0.28	0.57
100–199	1.35	1.26	0.64	0.39	0.25	0.32
200–349	0.93	1.10	0.69	0.47	0.22	0.22
350–499	1.24	1.01	0.78	0.45	0.30	0.56
500 or more	0.81	0.87	0.58	0.42	0.23	0.40
School origin						
Newly created	0.65	0.67	0.37	0.26	0.15	0.26
Pre-existing public school	0.82	0.98	0.66	0.55	0.25	0.48
Pre-existing private school	1.67	1.56	0.72	0.66	0.35	1.16

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Table A3.11.—Standard errors for percentage of full-time public charter school teachers who reported participating in various professional development activities in the past 12 months, by selected characteristics: 1999–2000 (table 3.11)

Selected characteristics	Total number of full-time public charter school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
Total	229.4	0.56	0.53	0.60	0.72	0.67	0.60	0.21
Region								
Northeast	72.2	1.46	2.03	1.46	1.89	1.87	2.40	0.40
Midwest	177.3	0.98	0.79	1.25	1.25	1.53	1.23	0.38
South	105.4	0.92	1.06	0.95	0.92	0.82	1.31	0.36
West	151.4	0.91	0.95	0.95	1.34	0.96	1.11	0.44
Community type								
Central city	213.4	0.80	0.79	0.79	1.11	0.96	0.70	0.34
Urban fringe/large town	199.6	0.85	0.90	0.79	0.97	0.84	1.00	0.31
Rural/small town	130.4	1.79	1.55	1.51	2.11	2.75	1.84	0.57
School level								
Elementary	168.2	0.69	0.61	0.64	0.73	0.66	0.74	0.30
Secondary	162.6	1.68	1.83	1.27	1.67	1.79	1.57	0.62
Combined	103.6	1.19	1.33	1.23	1.80	1.32	1.24	0.43
Student enrollment								
Less than 100	97.3	1.47	1.45	1.34	1.60	1.27	1.78	0.65
100–199	120.9	1.32	1.42	1.08	1.45	1.75	1.30	0.61
200–349	109.6	1.02	1.01	1.11	1.28	1.31	1.32	0.58
350–499	104.4	1.45	1.42	1.54	1.74	1.43	1.71	0.63
500 or more	191.7	1.08	1.22	1.00	1.43	0.95	1.26	0.25
School origin								
Newly created	234.3	0.75	0.69	0.72	1.00	0.86	0.71	0.30
Pre-existing public school	158.4	1.00	1.06	0.92	1.20	0.91	1.38	0.26
Pre-existing private school	80.3	1.78	1.89	1.63	1.91	1.80	1.47	0.64

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Table A3.12.—Standard errors for average hours per week that full-time public charter school teachers were required to be at school and average hours worked outside regular school hours, by selected characteristics: 1999–2000 (table 3.12)

Selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Total	0.04	0.06	0.07
Region			
Northeast	0.15	0.20	0.23
Midwest	0.06	0.11	0.13
South	0.07	0.10	0.10
West	0.08	0.10	0.12
Community type			
Central city	0.07	0.08	0.10
Urban fringe/large town	0.06	0.08	0.11
Rural/small town	0.15	0.26	0.18
School level			
Elementary	0.06	0.05	0.08
Secondary	0.13	0.19	0.14
Combined	0.12	0.11	0.16
Student enrollment			
Less than 100	0.11	0.15	0.19
100–199	0.09	0.16	0.14
200–349	0.08	0.09	0.15
350–499	0.13	0.15	0.27
500 or more	0.09	0.11	0.12
School origin			
Newly created	0.05	0.07	0.08
Pre-existing public school	0.09	0.13	0.16
Pre-existing private school	0.10	0.11	0.20

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Table A3.13.—Standard errors for average class size and student/teacher ratios in public charter elementary schools, secondary schools, and schools with combined grades, by selected characteristics: 1999–2000 (table 3.13)

Selected characteristics	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio
Total	0.10	0.45	0.08	1.14	0.62	1.35	0.66	0.32	0.28
Region									
Northeast	0.32	#	0.22	#	1.36	9.41	#	0.61	0.58
Midwest	0.29	0.68	0.19	#	1.79	0.58	0.58	0.56	0.29
South	0.19	0.81	0.12	#	0.65	0.73	0.50	0.50	0.40
West	0.15	0.76	0.16	1.58	0.85	1.76	1.44	0.58	0.53
Community type									
Central city	0.19	0.53	0.12	1.57	0.85	2.14	0.62	0.43	0.33
Urban fringe/large town	0.12	0.89	0.15	#	0.48	0.73	1.14	0.37	0.51
Rural/small town	0.28	#	0.29	#	2.92	2.58	0.64	0.78	0.62
Student enrollment									
Less than 100	0.33	0.80	0.19	#	0.58	1.15	0.51	1.02	0.52
100–199	0.19	0.44	0.14	#	1.47	0.62	0.83	0.92	0.52
200–349	0.21	0.50	0.18	#	1.14	5.15	0.85	0.48	0.47
350–499	0.16	0.86	0.16	#	1.26	2.16	#	0.93	0.47
500 or more	0.14	1.21	0.21	#	1.03	7.48	1.47	0.50	0.68
School origin									
Newly created	0.17	0.33	0.11	1.45	0.85	1.77	0.56	0.37	0.30
Pre-existing public school	0.12	1.30	0.13	#	1.05	0.50	1.75	1.05	1.26
Pre-existing private school	0.40	#	0.24	#	0.57	0.52	#	0.68	0.68

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey," and "Public Charter School Teacher Survey."

Table A3.14.—Standard errors for percentage of public charter school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by selected characteristics: 1999–2000 (table 3.14)

Selected characteristics	Total number of public charter school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Total	260.3	0.17	0.24	0.04	0.33	0.21
Region						
Northeast	79.5	0.40	0.75	0.00	1.16	0.78
Midwest	204.2	0.41	0.66	0.10	0.91	0.53
South	110.2	0.34	0.40	#	0.52	0.39
West	175.0	0.28	0.36	0.09	0.54	0.27
Community type						
Central city	233.2	0.21	0.40	0.07	0.51	0.38
Urban fringe/large town	240.7	0.29	0.29	0.07	0.53	0.32
Rural/small town	142.0	0.17	0.50	0.00	1.50	0.36
School level						
Elementary	187.7	0.22	0.29	0.04	0.38	0.27
Secondary	185.2	0.40	0.46	0.19	0.99	0.20
Combined	131.0	0.27	0.39	#	0.79	0.69
Student enrollment						
Less than 100	105.0	0.60	1.01	0.20	0.96	0.60
100–199	138.8	0.33	0.52	0.13	0.86	0.50
200–349	132.0	0.25	0.51	0.06	0.66	0.40
350–499	113.0	0.16	0.46	#	0.86	0.57
500 or more	224.3	0.39	0.33	#	0.54	0.40
School origin						
Newly created	274.4	0.20	0.35	0.06	0.46	0.31
Pre-existing public school	191.6	0.37	0.34	#	0.58	0.36
Pre-existing private school	89.7	0.36	0.60	#	1.32	0.45

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Standard Error Tables for Bureau of Indian Affairs (BIA) Schools, Principals, Teachers, and School Library Media Centers

Table A4.01.—Standard errors for total number of Bureau of Indian Affairs (BIA) schools, principals, teachers, and students, by selected characteristics: 1999–2000 (table 4.01)

Selected characteristics	Schools	Principals	Teachers	Students
Total	4.1	3.8	130.8	1,559.0
Region				
Northeast	#	#	#	#
Midwest	3.7	3.3	113.7	1,117.2
South	#	1.4	#	#
West	2.6	2.5	78.5	1,212.8
Community type				
Central city	0.8	0.8	18.2	226.0
Urban fringe/large town	2.4	1.8	65.8	838.0
Rural/small town	4.4	4.2	122.0	1,488.3
School level				
Elementary	3.0	2.8	103.5	972.5
Secondary	2.5	2.3	68.9	710.6
Combined	1.3	1.4	40.8	856.2
Student enrollment				
Less than 100	2.8	2.5	56.5	211.1
100–499	4.1	3.8	106.8	1,184.9
500 or more	1.6	1.6	90.7	1,116.8

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," "Public Charter School Survey," "Indian School Principal Survey," "Public School Principal Survey," "Public Charter School Principal Survey," "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table A4.02.—Standard errors for percentage of Bureau of Indian Affairs (BIA) elementary schools that offered a particular program or service, by selected characteristics: 1999–2000 (table 4.02)

Selected characteristics	Total number of BIA elementary schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
All elementary schools	3.0	2.09	1.80	1.66	1.61	1.70	2.05
Region							
Northeast	#	#	#	#	#	#	#
Midwest	2.8	5.33	0.57	5.25	4.03	4.06	5.52
South	#	#	#	#	#	#	#
West	1.7	1.59	1.59	1.11	1.43	1.43	1.22
Community type							
Central city	#	#	#	#	#	#	#
Urban fringe/large town	1.9	4.51	6.57	2.93	4.62	4.48	3.17
Rural/small town	3.1	2.41	1.47	2.04	1.77	1.99	2.21
Student enrollment							
Less than 100	2.3	5.87	6.39	#	6.80	6.48	6.25
100–499	3.1	2.22	1.59	1.73	1.59	1.80	2.17
500 or more	#	#	#	#	#	#	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," and "Public Charter School Survey."

Table A4.03.—Standard errors for percentage of Bureau of Indian Affairs (BIA) secondary and combined schools that offered a particular program or service, by selected characteristics: 1999–2000 (table 4.03)

Selected characteristics	Total number of BIA secondary and combined schools	Programs with special instructional approaches	Talented/ gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized Tech-Prep program(s)
All secondary and combined schools	3.1	3.64	1.19	3.87	3.88	3.65	3.63	3.76	0.00	1.81	3.14
Region											
Northeast	0.0	†	†	†	†	†	†	†	†	†	†
Midwest	2.4	#	1.79	#	8.17	6.90	#	#	0.00	0.00	#
South	#	#	#	#	#	#	#	#	#	#	#
West	1.7	3.43	1.01	3.70	3.13	3.95	3.39	2.67	0.00	3.42	3.71
Community type											
Central city	#	#	#	#	#	#	#	#	#	#	#
Urban fringe/large town	#	#	#	#	#	#	#	#	#	#	#
Rural/small town	2.9	4.63	1.07	5.08	4.82	4.42	4.83	4.57	0.00	1.40	3.89
School level											
Secondary	2.5	5.28	0.00	5.31	6.13	5.41	5.50	5.70	0.00	2.54	4.44
Combined	1.3	4.18	2.91	4.79	4.05	4.64	4.52	3.07	0.00	#	3.89
Student enrollment											
Less than 100	#	#	#	#	#	#	#	#	#	#	#
100–499	2.7	4.65	1.68	4.53	4.67	4.32	4.99	4.96	0.00	1.69	3.53
500 or more	#	#	#	#	#	#	#	#	#	#	#

† Not applicable.
# Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," and "Public Charter School Survey."

Table A4.04.—Standard errors for number of Bureau of Indian Affairs (BIA) schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of BIA school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by selected characteristics: 1999–2000 (table 4.04)

Selected characteristics	Number of schools				Number of students	
	Total number of BIA schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Total	4.1	4.0	4.0	4.1	1,211.2	1,206.4
Region						
Northeast	#	#	#	#	#	#
Midwest	3.7	3.6	3.7	3.6	934.7	926.2
South	#	#	#	#	#	#
West	2.6	2.1	2.4	2.4	869.7	853.5
Community type						
Central city	0.8	#	#	#	#	#
Urban fringe/large town	2.4	1.3	2.1	2.1	438.8	422.5
Rural/small town	4.4	4.5	4.4	4.5	1,274.4	1,277.0
School level						
Elementary	3.0	2.7	2.8	2.8	802.6	792.0
Secondary	2.5	2.8	2.5	2.5	657.3	652.8
Combined	1.3	1.2	1.3	1.3	474.3	475.1
Student enrollment						
Less than 100	2.8	2.0	2.6	2.6	207.5	223.7
100–499	4.1	3.9	4.0	4.1	1,079.7	1,060.5
500 or more	1.6	1.5	1.6	1.6	729.6	726.7

Too few sample cases

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," and "Public Charter School Survey."

Table A4.05.—Standard errors for percentage of Bureau of Indian Affairs (BIA) schools with various security measures, by selected characteristics: 1999–2000 (table 4.05)

Selected characteristics	Total number of BIA schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Total	4.1	0.74	1.22	#	0.68	1.75	1.59	1.73
Region								
Northeast	#	#	#	#	#	#	#	#
Midwest	3.7	1.82	3.04	0.00	#	3.76	4.17	4.63
South	#	#	#	#	#	#	#	#
West	2.6	0.56	0.82	0.00	0.55	1.56	1.50	0.92
Community type								
Central city	0.8	2.99	2.41	0.00	0.00	3.86	4.49	#
Urban fringe/large town	2.4	0.68	0.00	0.00	#	2.82	3.81	2.54
Rural/small town	4.4	0.91	1.47	#	0.84	2.07	1.84	2.18
School level								
Elementary	3.0	0.31	1.02	#	0.79	1.58	1.83	1.60
Secondary	2.5	3.20	4.80	0.00	#	5.67	5.11	5.84
Combined	1.3	1.92	0.00	0.00	#	4.87	4.24	3.84
Student enrollment								
Less than 100	2.8	0.00	0.95	0.00	#	4.63	5.72	5.77
100–499	4.1	0.97	1.53	#	0.90	1.81	1.87	1.76
500 or more	1.6	1.65	1.88	0.00	0.00	6.58	5.37	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," and "Public Charter School Survey."

Table A4.06.—Standard errors for total number of Bureau of Indian Affairs (BIA) school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by selected characteristics: 1999–2000 (table 4.06)

Selected characteristics	Total number of BIA schools	Total number of BIA school library media centers	For schools with library media centers: Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
Total	4.1	3.9	1.58	0.02	8.21	0.03
Region						
Northeast	#	#	#	#	#	#
Midwest	3.7	3.1	3.57	0.06	11.65	0.06
South	#	#	#	#	#	#
West	2.6	2.5	1.49	0.01	10.28	0.02
Community type						
Central city	0.8	#	#	#	#	#
Urban fringe/large town	2.4	1.8	3.64	0.04	28.93	0.07
Rural/small town	4.4	4.1	1.81	0.03	8.26	0.03
School level						
Elementary	3.0	2.7	1.79	0.03	6.58	0.02
Secondary	2.5	2.6	4.37	0.04	18.74	0.10
Combined	1.3	1.1	3.92	0.05	25.07	0.07
Student enrollment						
Less than 100	2.8	2.1	5.62	0.06	1.74	0.11
100–499	4.1	3.5	1.74	0.02	5.84	0.03
500 or more	1.6	1.7	1.41	0.10	26.41	0.03

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," "Public Charter School Survey," "Public School Library Media Center Survey," and "Indian School Library Media Center Survey."

Table A4.07.—Standard errors for percentage of Bureau of Indian Affairs (BIA) school principals with experience in teaching, administration, or other selected positions before becoming principals, by selected characteristics: 1999–2000 (table 4.07)

Selected characteristics	Total number of BIA school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director
Total	3.8	0.53	1.74	1.64	1.52	1.22	0.62	1.75
Region								
Northeast	#	#	#	#	#	#	#	#
Midwest	3.3	1.41	3.72	3.66	3.69	3.05	#	3.86
South	1.4	0.00	6.85	6.54	5.66	0.00	#	5.77
West	2.5	0.19	1.24	1.50	1.37	0.93	#	1.47
Community type								
Central city	0.8	0.00	3.11	4.24	3.57	0.00	0.00	3.62
Urban fringe/large town	1.8	0.00	3.36	3.27	2.81	#	0.00	3.73
Rural/small town	4.2	0.65	2.08	1.87	1.79	1.54	0.78	2.05
School level								
Elementary	2.8	0.16	1.79	1.69	1.64	1.05	0.91	1.75
Secondary	2.3	2.52	5.54	4.60	5.55	4.17	0.00	5.44
Combined	1.4	0.00	4.45	4.21	4.62	3.10	0.00	4.82
Student enrollment								
Less than 100	2.5	0.00	5.05	4.66	5.10	#	#	4.55
100–499	3.8	0.70	1.83	1.79	1.63	1.34	0.81	1.84
500 or more	1.6	0.00	5.62	5.60	5.97	3.68	0.00	5.28

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Principal Survey," "Public School Principal Survey," and "Public Charter School Principal Survey."

Table A4.08.—Standard errors for percentage distribution of Bureau of Indian Affairs (BIA) school teachers by age and average and median age of BIA school teachers, by selected characteristics: 1999–2000 (table 4.08)

Selected characteristics	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median Age
Total	0.57	1.48	0.67	1.63	0.32	0.57
Region						
Northeast	#	#	#	#	#	#
Midwest	1.11	2.15	1.18	1.52	0.43	0.63
South	#	#	#	#	#	#
West	0.49	1.91	0.81	2.19	0.41	0.42
Community type						
Central city	#	1.65	0.99	1.27	0.52	1.03
Urban fringe/large town	1.31	6.27	1.91	7.97	1.71	2.23
Rural/small town	0.63	1.41	0.69	1.25	0.24	0.58
School level						
Elementary	0.80	1.94	0.90	2.46	0.46	0.31
Secondary	1.51	3.44	1.46	1.79	0.38	0.36
Combined	1.35	2.28	1.18	1.49	0.42	0.66
Student enrollment						
Less than 100	1.10	9.16	2.57	11.42	2.42	4.86
100–499	0.67	1.48	0.83	1.23	0.23	0.57
500 or more	2.16	3.48	1.19	1.78	0.49	0.94

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table A4.09.—Standard errors for percentage of full-time Bureau of Indian Affairs (BIA) school teachers who reported participating in various professional development activities in the past 12 months, by selected characteristics: 1999–2000 (table 4.09)

Selected characteristics	Total number of full-time BIA school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
Total	128.93	1.40	1.50	1.99	1.26	1.33	1.67	0.72
Region								
Northeast	#	#	#	#	#	#	#	#
Midwest	113.53	2.44	2.80	3.49	2.27	2.78	2.96	1.76
South	#	#	#	#	#	#	#	#
West	78.85	1.37	1.27	2.13	1.58	0.99	1.85	0.45
Community type								
Central city	18.09	2.26	2.45	3.04	2.64	2.98	3.79	0.84
Urban fringe/large town	62.33	4.43	3.32	7.77	2.71	3.21	6.67	0.69
Rural/small town	120.71	1.39	1.58	2.15	1.34	1.52	1.71	0.84
School level								
Elementary	98.76	1.65	1.88	2.22	1.52	1.67	1.86	0.37
Secondary	68.08	3.77	3.18	5.28	2.86	4.36	3.79	0.99
Combined	36.68	3.29	3.25	3.41	3.09	2.80	3.75	3.44
Student enrollment								
Less than 100	55.54	8.16	5.99	11.27	5.00	6.51	6.21	1.68
100–499	100.92	1.33	1.41	2.00	1.37	1.45	1.69	0.95
500 or more	89.76	2.87	4.34	3.77	3.07	4.26	3.24	0.62

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table A4.10.—Standard errors for average hours per week that full-time Bureau of Indian Affairs (BIA) school teachers were required to be at school and average hours worked outside regular school hours, by selected characteristics: 1999–2000 (table 4.10)

Selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Total	0.04	0.09	0.14
Region			
Northeast	#	#	#
Midwest	0.06	0.14	0.31
South	#	#	#
West	0.04	0.11	0.12
Community type			
Central city	0.07	0.23	0.17
Urban fringe/large town	0.03	0.31	0.35
Rural/small town	0.05	0.10	0.16
School level			
Elementary	0.04	0.09	0.22
Secondary	0.08	0.26	0.27
Combined	0.12	0.24	0.17
Student enrollment			
Less than 100	0.04	0.49	0.51
100–499	0.05	0.10	0.10
500 or more	0.11	0.21	0.48

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table A4.11.—Standard errors for average class size and student/teacher ratios in Bureau of Indian Affairs (BIA) elementary schools, secondary schools, and schools with combined grades, by selected characteristics: 1999–2000 (table 4.11)

Selected characteristics	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/ teacher ratio
Total	0.22	0.66	0.14	#	0.33	0.31	0.55	0.50	0.33
Region									
Northeast	#	#	#	†	†	†	†	†	†
Midwest	0.36	#	0.30	#	0.42	0.59	#	#	#
South	#	#	#	†	#	#	†	#	#
West	0.28	#	0.12	#	0.36	0.26	0.41	0.36	0.39
Community type									
Central city	#	#	#	†	#	#	†	†	#
Urban fringe/large town	#	#	0.50	#	#	#	#	#	#
Rural/small town	0.19	0.71	0.15	#	0.41	0.44	0.54	0.51	0.36
Student enrollment									
Less than 100	#	#	0.42	#	#	#	#	#	#
100-499	0.18	0.64	0.13	#	0.38	0.40	0.75	0.61	0.36
500 or more	0.48	#	#	†	#	#	#	#	#

Too few sample cases.
† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Public School Survey," "Public Charter School Survey," "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Table A4.12.—Standard errors for percentage of Bureau of Indian Affairs (BIA) school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by selected characteristics: 1999–2000 (table 4.12)

Selected characteristics	Total number of BIA school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Total	130.8	0.48	0.79	0.18	0.72	0.51
Region						
Northeast	#	#	#	#	#	#
Midwest	113.7	0.93	1.55	0.36	1.34	0.96
South	#	#	#	#	#	#
West	78.5	0.43	0.60	0.16	0.72	0.38
Community type						
Central city	18.2	1.87	2.84	0.00	1.01	#
Urban fringe/large town	65.8	1.26	#	#	1.49	1.01
Rural/small town	122.0	0.56	0.88	0.20	0.83	0.57
School level						
Elementary	103.5	0.60	1.02	0.14	0.87	0.69
Secondary	68.9	1.36	2.03	0.67	1.78	0.79
Combined	40.8	0.85	1.14	#	1.96	0.62
Student enrollment						
Less than 100	56.5	#	3.14	#	5.60	#
100–499	106.8	0.57	0.89	0.22	0.77	0.62
500 or more	90.7	0.34	1.96	#	0.90	0.77

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Appendix B:
SASS 1999–2000: E.D. Tabs Technical Notes

Technical Notes

I. Overview of SASS

The Schools and Staffing Survey (SASS) is an integrated set of surveys sponsored by the National Center for Education Statistics (NCES) that is collected from public, private, public charter, and Bureau of Indian Affairs (BIA) schools nationwide. SASS provides information about teachers and administrators and the general condition of America's elementary and secondary schools. NCES initiated SASS in the mid-1980's in response to the need for information about critical aspects of teacher supply and demand, the qualifications and working conditions of teacher and principals, and the basic conditions in schools as workplaces and learning environments. SASS has been conducted four times: in school years 1987–88, 1990–91, 1993–94, and 1999–2000 by the United States Census Bureau. For each administration of SASS, NCES has reviewed the content to expand, retain, or eliminate topics covered in the previous administration. In this way, the survey's capability for trend analysis is maintained, yet at the same time new topics are added to address current concerns.

In the first two administrations (1987–88 and 1990–91), SASS had five components: the School Survey, the School Administrator Survey (now called the School Principal Survey), the Teacher Demand and Shortage Survey (now called the School District Survey), the Teacher Survey, and the Teacher Followup Survey with the latter survey conducted the year after the core surveys. SASS data from these first two rounds provided a basis for addressing five major policy issues: teacher supply and demand, characteristics of elementary and secondary school teachers, teacher workplace conditions, characteristics of school principals, and school programs and policies.

For the third administration (1993–94), the addition of the School Library Media Center Survey, the School Library Media Specialist/Librarian Survey, and the Student Records Survey resulted in a system of eight surveys. These new surveys addressed policy issues regarding student participation in school programs and services, resource allocations to library facilities, and qualifications of librarians.

The fourth administration (1999–2000) of SASS consisted of the following six survey components: the School District Survey, the Principal Survey, the School Survey, the Teacher Survey, the School Library Media Center Survey, and the Teacher Followup Survey. The Teacher Followup Survey, administered the year following the administration of the other five components, will be the subject of a future report and will not be discussed further in this report. The questionnaires were modified slightly to meet the needs of public, private, public charter, and BIA schools (for further explanation of public charter and BIA schools, see section IV). The details of the content changes and issues addressed are outlined in section II.

II. Survey Content: 1999–2000

A. Components

For the 1999–2000 school year (round 4), the SASS was changed in the following ways:

- A public charter component (which included the Public Charter School Principal Questionnaire, the Public Charter School Questionnaire, and the Public Charter School Teacher Questionnaire) was added. The Public Charter School Questionnaire served as a continuation of the Office of Educational Research and Improvement's National Study of Charter Schools.
- Elements of the School District Questionnaire were incorporated into the Public Charter School Questionnaire because many public charter schools do not have district affiliations. To minimize

respondent burden, some of the elements of the Public School Library Media Center Questionnaire were included on the Public Charter School Questionnaire.

- In addition to the paper SASS questionnaires, Internet reporting options were developed for the Public School and Private School Library Media Center Questionnaires.

B. Content Changes

Prior to the 1999–2000 SASS administration, two extensive field tests were undertaken (for further explanation of the field tests, see section V). As a result of these field tests, the following additions and deletions were made to the SASS questionnaires between the 1993–94 and 1999–2000 administrations.

1. Additions and Enhancements

a. School District Questionnaire (formerly called the Teacher Demand and Shortage Questionnaire):

- Percentage of payroll dedicated to school staff benefits
- Oversight of home-schooled students and public charter schools
- Use of school performance reports
- Existence of migrant education programs and number of migrant students
- Procedures for recruiting and dismissing teachers

b. School Questionnaire:

- Number of computers, access to the Internet, and whether there is a computer coordinator in the school
- Availability of certain types of curricular options
- How special education students' needs are met
- Changes in the school year or weekly schedule
- The enrollment capacity of schools
- Whether schools have programs for disruptive students

c. Principal Questionnaire (formerly called the School Administrator Questionnaire):

- Principals'/school heads' frequency of engaging in various school and school-related activities
- Perceived degree of influence of principals and other groups (state, local, school, and parents) in setting performance standards for students
- Barriers (e.g., personnel policies, inadequate documentation, lack of support, stress) to dismissing poor or incompetent teachers
- Rewards or sanctions for success or failure to meet district or state performance goals
- Means for assessing progress on school improvement plan

d. Teacher Questionnaire:

- Training, teacher induction, teacher professional development expanded
- Uses of achievement tests by teachers
- The use of computers for instruction
- Decision-making practices

e. School Library Media Center Questionnaire:

- Additional technology
- Collaboration and policy
- Copyright dates of reference materials

2. Deletions

a. School District Questionnaire:

- Number of teachers laid off
- Counts of students by grade level

b. Teacher Questionnaire:

- Breaks in teaching service
- Number and type of undergraduate courses taken

c. Student Records Questionnaire (this survey was not conducted in the 1999–2000 SASS)

d. School Library Media Specialist/Librarian Questionnaire (this survey was not conducted in the 1999–2000 SASS)

C. Final Content of 1999–2000 SASS

The following is a brief summary of the content areas for the 1999–2000 SASS. As needed, the individual School District, School, Principal, Teacher, and School Library Media Center Questionnaires were modified slightly to accommodate the organizational and structural differences of public, private, public charter, and BIA school sectors.

- The School District Questionnaire obtained information such as enrollment and teacher counts, graduation requirements, district policies regarding hiring and compensation of teachers, accountability, and other measures of recent reforms. Race/ethnicity data on the student population and the teacher work force were also collected. The applicable sections for private, public charter, and BIA schools were incorporated into the Private, Public Charter, and BIA School Questionnaires.
- The School Questionnaires (public, private, public charter, and BIA schools) obtained information about conditions on schools such as student characteristics, staffing patterns, student/teacher ratios, types of programs and services offered, length of school day, and high school graduation rates. The private school version of the questionnaire included items for identifying the religious or other affiliation of the school. The public charter school version included items contained on the School District and School Library Media Center Questionnaires.

- The Principal Questionnaires (public, private, public charter, and BIA schools) obtained information about the age, sex, race/ethnicity, training, experience, salary, benefits, opinions, and attitudes of school principals/headmasters. The questions required both objective responses (e.g., number of years of teaching experience) and subjective responses (e.g., rating the seriousness of school problems). The data from this survey provide insight into the qualifications of school principals, the problems that they view as serious, and their perceptions of their influence on school policies.
- The Teacher Questionnaires (public, private, public charter, and BIA schools) collected data from teachers regarding their education and training, teaching assignment, teaching experience, certification, teaching workload, perceptions and attitudes about teaching, job mobility, and workplace conditions. This information permits analyses of how these factors affect movement into and out of the teaching profession.
- The School Library Media Center Questionnaires (public, private, and BIA schools) obtained information about library media centers such as education and experience of library staff, organization, expenditure, technology, and library media center collections. While the School Library Media Center Questionnaire was not sent to the public charter schools, a subset of the questions was included in the Public Charter School Questionnaire. In addition to the paper questionnaires, the School Library Media Center Questionnaires were available via the Internet for the public and private schools. The Internet versions were identical in content to the paper questionnaires.

Copies of the 1999–2000 SASS questionnaires may be obtained on the Internet at http://nces.ed.gov/surveys/sass or by e-mail to SASSdata@ed.gov.

III. Target Populations, Sampling Frames, and Comparisons of Estimates

A. Target Populations

For 1999–2000 SASS administration the following nationally representative samples were surveyed; or, in the case of public charter schools and BIA schools, the entire national populations, were surveyed.

- **School Districts:** School districts that employed elementary and/or secondary level teachers and were in operation in school year 1999–2000 (e.g., public school districts, state agencies that operated schools for special student populations, such as inmates of juvenile correctional facilities, and cooperative agencies that provided special services to more than one school district). Entities that authorize public charter schools are not included, unless they are also public school districts.
- **Schools:** Public schools, private schools, and BIA schools with students in any of grades 1–12 and in operation in school year 1999–2000. Public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year.
- **Principals:** Principals of the targeted school populations.
- **Teachers:** Teachers in the targeted school populations who taught students in grades K–12 in school year 1999–2000.
- **School Library Media Centers:** School Library Media Centers in public, private, and BIA schools.

B. Sampling Frames

1. Public Schools

The SASS was designed to support estimates at the national, regional, and state levels for public school districts, schools, principals, teachers, and school library media centers. The public school sampling frame was based on the 1997–98 school year Common Core of Data (CCD), a file of

information collected annually by NCES from all state education agencies and believed to be the most complete public school listing available at the time of sample selection. Public schools not in existence in school year 1997–98 and not opening as a result of a split with an existing school were not included. The frame contains regular public schools and special purpose schools such as special education, vocational, and alternative schools. The frame was enhanced with a list of schools operated by the Department of Defense. After the deletion of duplicate schools, schools outside of the United States, and schools that only teach prekindergarten, kindergarten, or postsecondary students, 88,266 schools remained on the public school frame.

2. Private Schools

The SASS was designed to provide the most detailed private school estimates at the affiliation level. The sampling frame for private schools was derived from affiliation lists, because state coverage of private schools is uneven. The sampling frame for private schools was the 1997–98 Private School Survey (PSS), updated with more current information from 1998–99 private school association lists (Broughman and Colaciello 1999). A list frame consisting of 28,164 schools was the primary private school frame. An area frame was used to identify schools not included on the list frame and thereby compensate for the undercoverage of the list frame. The area frame was taken from the 1997–98 PSS because there was no opportunity to update it prior to SASS data collection. See Cole et al. (forthcoming) for more detail. The area frame consisted of 140 schools drawn from a sample of 3,142 counties throughout the nation, representing an estimated 1,760 schools.

The affiliation group for a school was determined in a hierarchical order; that is, if more than one definition applied, the school was classified into the first group that applied:

1) Military—membership in the Association of American Military Colleges and Schools;
2) Catholic—affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
3) Friends—affiliation as Friends or membership in the Friends Council on Education;
4) Episcopal—affiliation as Episcopal or membership in the National Association of Episcopal Schools;
5) Hebrew Day—membership in the National Society for Hebrew Day Schools;
6) Solomon Schechter—membership in the Schechter Day Schools;
7) Other Jewish—any other Jewish affiliation;
8) Missouri Synod—membership in the Lutheran Church, Missouri Synod;
9) Wisconsin Synod—affiliation as Evangelical Lutheran, Wisconsin Synod or membership in the Evangelical Lutheran Church, Wisconsin Synod;
10) Evangelical Lutheran—affiliation as Evangelical Lutheran Church in America or membership in the Association of Evangelical Lutheran Churches;
11) Other Lutheran—any other Lutheran affiliation;
12) Seventh-Day Adventist—affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;
13) Christian Schools International—membership in Christian Schools International;
14) American Association of Christian Schools—membership in the American Association of Christian Schools;

15) Association of Christian Schools International—membership in the Association of Christian Schools International;

16) National Association of Private Schools for Exceptional Children—membership in the National Association of Private Schools for Exceptional Children;

17) Montessori—membership in the American Montessori Society or other Montessori associations;

18) National Association of Independent Schools—membership in the National Association of Independent Schools;

19) National Independent Private School Association—membership in the National Independent Private School Association;

20) Other—no affiliation with or membership in any of the groups listed above.

3. Public Charter Schools

The universe of 1,122 public charter schools was identified from a list provided by the Office of Educational Research and Improvement (OERI) as described in *The State of Charter Schools 2000* (2000). The OERI list was used since not all of the public charter schools were listed on the Common Core of Data (CCD). The OERI list included public charter schools open during the 1998–99 school year; there were 1,122 schools on the public charter school frame. To be included in the 1999–2000 SASS population of public charter schools, public charter schools were required to still be open as a public charter school during the 1999–2000 school year. One hundred and twelve schools on the sampling frame failed to meet these criteria, resulting in 1,010 in-scope public charter schools.

An independent verification of charter school information was provided by the *National Charter School Directory 2000, Sixth Edition* (Dale 2000). Census personnel used this resource to verify the eligibility status of specific public charter schools.

4. Bureau of Indian Affairs Schools

The universe of BIA schools was identified from the 1997–98 list of schools provided by the Bureau of Indian Affairs. For the 1997–98 school year, there were 197 schools in the Department of Interior's Bureau of Indian Affairs, Office of Indian Education Programs (OIEP) "Education Directory" (Bureau of Indian Affairs 1998). Collecting and analyzing data from BIA schools is complicated because some BIA-funded schools are operated as public schools or public charter schools. For the 1999–2000 SASS, 65 BIA-funded schools overlapped with the CCD public school frame. These schools remained on the SASS public school frame and were administered the public school questionnaires. Similarly, the public charter school population also included 8 BIA-funded schools. These schools were treated as eligible public charter schools and were given the public charter school questionnaires. Of the original 197 schools listed in the OIEP "Education Directory" for 1997–98, 124 were considered BIA schools; 65 were considered to be public schools; and 8 were considered to be public charter schools. Table B-1 shows how the 197 BIA schools were assigned to SASS for the 1999–2000 data collection.

The difference between the eligible cases and the number of interviews is due to unit nonresponse, that is, schools that were eligible to participate but which failed to provide enough information to qualify as a completed questionnaire. Responding cases have an adjustment for unit nonresponse in the final weight. The nonresponse adjustment factor is different for each sector.

Starting from the 197 schools in the OIEP Directory, only 169 of the listed entities are considered to be schools meeting the eligibility requirements of SASS: the facility must provide educa-

Table B-1.—Assignment of Bureau of Indian Affairs directory schools, by sector: 1999–2000

Sector	OIEP schools	Eligible cases	Number of interviews
Total	197	169	152
Public school	65	43	35
BIA school	124	120	116
Public charter school	8	6	1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

tional services for any of grades 1 through 12. Some of the OIEP listings were for dormitories or schools that provided only pre-school or adult educational services and thus are ineligible for the SASS. Out of these 169 schools, 152 were school respondents. If all of the BIA schools had responded to the Indian School Questionnaire, the weighted count of BIA schools in SASS would be 169. Some of the OIEP Directory schools' information came from the Public School or Public Charter School respondents and the nonresponse weighting adjustment was based on the probability of selection for those samples, rather than for the universe of OIEP Directory schools. Therefore, these nonresponse weighting adjustments did not reflect the OIEP universe total of 169. The weighted count of 177 BIA schools across all sectors is considered to be the eligible BIA-funded school universe for the 1999–2000 SASS. The 152 BIA schools that were respondents weighted to 177 with the nonresponse adjustment.

The weighted estimates for the schools, principals, and teachers that only received the Indian School questionnaire are presented in appendix C for those researchers using the restricted-use data files.

C. Comparisons of Estimates

Comparisons between public, private, public charter, and BIA school respondents are possible at the national or regional levels. It is also possible to compare public school respondents by state; private school respondents by affiliation; and private and BIA school respondents at the regional level.

The teacher survey was designed to support comparisons between new and experienced teachers, teachers of classes designed for students with Limited-English Proficiency and other teachers, and teachers of different racial/ethnic backgrounds at the national level.

Other comparisons are possible at the national level. All other comparisons should be made with attention to the number of respondents in each comparison group as well as to the estimated variance.

IV. Sample Selection Procedures and Sample Sizes

A. Sample Selection Procedures

Schools are the primary sampling unit in SASS. Public schools were selected to be representative at the national and state levels; private schools were selected to be representative at the national and association levels. The entire universe of public charter schools, open during the 1998–99 school year and still open in school year 1999–2000, and the entire universe of BIA schools operating in school year 1997–98 were included in the survey. Although the data on public charter and BIA schools are from the universes of these schools, the estimates still have standard errors due to nonresponse weighting adjustments. More detail is available in Cole et al. (forthcoming).

Once schools were selected, school districts associated with selected public schools were included in the sample as well. School districts associated with public charter schools were not included in the sample,

unless they were also associated with a public school in the sample. Hence, the sample consisted of the set of school districts that were associated with the SASS public school sample. Once schools were selected, principals were included in the sample. For public, private, and BIA schools, school library media centers were included in the sample as well.

Each selected school was asked to provide a list of their teachers and teacher assignments. These lists made up the teacher sampling frame. Seven percent of public schools, 15 percent of private schools, 9 percent of public charter schools, and 3 percent of BIA schools did not provide teacher lists. See the forthcoming report concerning the sample design and estimation procedures used in the 1999–2000 SASS (Cole et al. forthcoming).

Based on the information collected on teachers from schools, teachers were assigned to strata depending on the following teacher characteristics:

1) Teacher's race is reported as Asian or Pacific Islander;

2) Teacher's race is reported as American Indian or Alaska Native;

3) Teachers who teach classes designed for students with Limited-English Proficiency;

4) Teachers in their first, second, or third year of teaching; or

5) Teachers not classified in any of the above groups.

This mutually exclusive assignment was done in the order of priority from 1) to 5). The probability of selection of teachers within these strata varied, depending upon the number of teachers within each sector. See Cole et al. (forthcoming) for a more detailed description of the teacher sample allocation procedures.

B. Sample Sizes

The number of in-scope or eligible cases is sometimes referred to as the achieved sample size. This number excludes the out-of-scope cases, which were drawn for the sample but were not eligible for interview. For example, a school which had closed or a teacher who had left the country would be considered out-of-scope.

The number of interviews is the number of in-scope (eligible) cases minus the eligible noninterview cases. The number of interviews is the unweighted number of cases that responded to enough items to be considered a valid respondent. The noninterview cases include eligible cases that refused or returned questionnaires with too little valid data to be considered complete interviews for the survey.

Table B-2 provides information on the number of units sampled, the number found to be in-scope, and the number of complete interviews obtained in each component and sector of the 1999–2000 SASS.

Table B-3 shows the number of in-scope and number of interviewed cases for each public sector questionnaire, by state. Table B-4 reports the same information for each private sector questionnaire, by NCES private school typology. Tables B-5 and B-6 report the same information for public charter and BIA sectors, respectively.

Table B-2.—Number of districts, schools, principals, teachers, and school library media centers, by sector and interview status: 1999–2000

Interview status	Total	Public	Private	Public charter	BIA
District					
Sample	5,465	5,465	†	†	†
In-scope	5,386	5,386	†	†	†
Interviews	4,690	4,690	†	†	†
School					
Sample	14,697	9,893	3,558	1,122	124
In-scope	13,890	9,527	3,233	1,010	120
Interviews	12,029	8,432	2,611	870	116
Principal					
Sample	14,697	9,893	3,558	1,122	124
In-scope	13,696	9,404	3,185	988	119
Interviews	12,260	8,524	2,734	891	111
Teacher					
Sample	72,058	56,354	10,760	4,438	506
In-scope	62,555	49,488	9,008	3,617	442
Interviews	52,404	42,086	7,098	2,847	373
School library media center					
Sample	13,575	9,893	3,558	†	124
In-scope	10,498	8,065	2,324	†	109
Interviews	9,905	7,715	2,086	†	104

† Not applicable.
NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

Table B-3.—Number of in-scope cases in sample and number of interviews for public school districts, schools, principals, teachers, and school library media centers, by state: 1999–2000

State	Public district		Public school		Public principal		Public teacher		Public school library media center	
	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews
50 States and DC	5,386	4,690	9,527	8,432	9,404	8,524	49,488	42,086	8,065	7,715
Alabama	91	85	229	219	229	214	1,186	993	202	198
Alaska	43	39	193	150	189	172	857	731	149	132
Arizona	97	87	202	176	201	182	1,066	906	173	162
Arkansas	120	112	161	149	160	150	885	769	146	145
California	327	263	464	379	457	394	2,754	2,208	321	281
Colorado	83	76	169	151	168	151	902	803	146	144
Connecticut	92	65	165	138	161	140	804	640	139	134
Delaware	19	15	66	53	66	57	262	222	60	54
District of Columbia	1	1	66	52	66	55	306	225	60	50
Florida	56	48	234	210	231	210	1,181	974	206	197
Georgia	98	92	182	170	182	171	855	733	167	164
Hawaii	1	1	98	81	98	89	500	432	98	95
Idaho	79	72	169	162	165	157	859	754	144	142
Illinois	159	141	202	182	198	183	1,060	902	161	156
Indiana	123	110	166	155	166	153	860	759	146	141
Iowa	124	112	170	158	169	161	895	786	157	154
Kansas	125	119	163	155	163	147	885	785	144	144
Kentucky	100	90	171	158	166	145	829	701	142	134
Louisiana	64	56	213	185	212	194	956	802	171	167
Maine	109	88	152	142	152	147	810	711	122	122
Maryland	23	17	166	114	166	122	694	568	145	114
Massachusetts	119	93	165	139	164	141	869	690	144	140
Michigan	159	143	198	178	193	181	950	807	151	143
Minnesota	132	115	183	168	175	165	1,005	852	152	150
Mississippi	113	98	202	189	200	183	1,009	875	170	161
Missouri	128	118	181	168	176	166	976	849	154	151
Montana	145	124	184	168	169	162	1,209	1,078	162	157
Nebraska	117	104	163	151	161	149	906	821	144	140
Nevada	17	14	126	105	125	111	510	416	110	105
New Hampshire	84	67	118	108	116	108	596	512	106	102
New Jersey	153	125	181	145	179	155	832	683	149	138
New Mexico	57	52	180	164	179	161	798	654	146	140
New York	199	170	330	275	326	267	1,520	1,220	274	256
North Carolina	86	73	198	187	197	177	856	729	169	159
North Dakota	113	99	181	164	179	167	1,017	898	146	137
Ohio	157	130	186	173	185	178	944	821	168	166
Oklahoma	231	206	362	317	361	329	1,962	1,719	325	320
Oregon	88	77	167	142	167	149	849	745	153	150
Pennsylvania	148	129	182	164	181	161	953	810	157	153
Rhode Island	35	26	99	91	96	83	387	311	95	92
South Carolina	60	55	168	151	165	151	790	659	149	141
South Dakota	127	117	215	187	209	193	1,207	1,054	160	152
Tennessee	87	80	181	163	179	155	1,268	1,089	160	151
Texas	317	282	455	409	447	420	2,596	2,183	390	376
Utah	33	32	168	150	165	158	804	710	137	135
Vermont	95	67	117	101	115	105	526	439	105	105
Virginia	82	74	172	147	172	150	1,309	1,126	144	138
Washington	124	111	196	173	192	181	1,003	833	164	159
West Virginia	56	48	163	150	163	148	774	658	116	112
Wisconsin	148	133	174	152	173	157	966	826	157	149
Wyoming	42	39	131	114	130	119	691	615	109	107

NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999-2000 (all public school components, special tabulations from the response rate data files).

Table B-4.—Number of in-scope cases in sample and number of interviews for private schools, principals, teachers, and school library media centers, by NCES typology: 1999–2000

NCES typology	Private school		Private principal		Private teacher		Private school library media center	
	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews
All private schools	3,233	2,611	3,185	2,734	9,008	7,098	2,324	2,086
Catholic	912	787	911	821	3,150	2,542	799	738
Parochial	435	385	434	398	1,477	1,182	375	351
Diocesan	303	254	303	271	1,022	840	268	240
Private Order	174	148	174	152	651	520	156	147
Other religious	1,592	1,254	1,559	1,313	4,087	3,174	1,028	905
Conservative Christian	454	340	449	370	983	731	272	229
Affiliated	671	538	668	568	1,919	1,519	502	453
Unaffiliated	467	376	442	375	1,185	924	254	223
Nonsectarian	729	570	715	600	1,771	1,382	497	443
Regular program	387	288	383	303	1,016	806	300	263
Special emphasis	189	156	181	159	442	312	105	96
Special education	153	126	151	138	313	264	92	84

NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all private school components, special tabulations from the response rate data files).

Table B-5.—Number of in-scope cases in sample and number of interviews for public charter schools, principals, and teachers: 1999–2000

	Public charter school		Public charter principal		Public charter teacher	
	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews
All states and District of Columbia	1,010	870	988	891	3,617	2,847

NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all public charter school components, special tabulations from the response rate data files).

Table B-6.—Number of in-scope cases in sample and number of interviews for Bureau of Indian Affairs (BIA) schools, principals, teachers, and school library media centers: 1999–2000

	BIA school		BIA principal		BIA teacher		BIA school library media center	
	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews
All states and District of Columbia	120	116	119	111	442	373	109	104

NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all BIA school components, special tabulations from the response rate data files).

V. Pre-testing Activities

Four stages of testing were undertaken in preparation for the 1999–2000 SASS:

- Testing to make improvements to the Public and Private School Teacher Questionnaires;
- Testing to make improvements to the Teacher Listing Form (TLF);
- Testing of new modules of questions for all SASS questionnaires; and
- Final testing of re-designed SASS questionnaires.

Cognitive interviews were conducted with teachers in 1995 to evaluate the overall format of the 1993–94 teacher questionnaires, and to investigate questions that were identified as problematic during the 1993–94 survey (Jenkins and Von Thurn 1996; Jenkins and Dillman 1993; Jenkins 1994).

The Teacher Listing Form (TLF), the form used to construct the sampling frame for teachers and select a sample of teachers, was studied in both 1995 and 1997. In 1997, a formal split panel test was conducted to compare alternative versions of the TLF (Zukerberg and Lee 1997).

A field test was conducted in spring 1998 to evaluate new modules of questions. School and principal questionnaires were mailed to approximately 250 public schools and 250 private schools. Teacher questionnaires were mailed to approximately 550 public teachers and 550 private teachers. District questionnaires were mailed to approximately 250 school districts. The test of the revised questionnaires did not follow the usual SASS data collection procedures, where the goal is to obtain the highest possible response rates. Instead, the intent was to obtain enough data on all questionnaire items to perform a thorough evaluation of them. Telephone follow-up of some nonrespondents was conducted to evaluate administration of the questions by phone. The questionnaires used for the field test were abbreviated versions that included primarily newly developed items and some core items asked on previous versions. The completed questionnaires were evaluated using the following three methodologies: professional review of questionnaires, behavior coding, and cognitive interviews (Zukerberg 1999).

In the Fall of 1998, a field test was conducted that used the questionnaires proposed for use in the full scale 1999–2000 SASS. Approximately 500 of each of the following questionnaires were mailed: all public sector (district, school, principal, teacher, and school library media center) and all private sector (school, principal, teacher, and school library media center). As with the Spring field test, the intent was to obtain enough questionnaires to evaluate how well they operated. An additional evaluation component added to the Fall field test was usability testing of the Internet reporting option of the School Library Media Center Questionnaire (Zukerberg 1999).

VI. Data Collection Procedures

Data collection for 1999–2000 SASS took place during the 1999–2000 school year. Respondents to the School District Questionnaire were designated by the district office in response to a notification letter. The school questionnaires were addressed to the school principal or school head but may have been filled out by other school staff. The school library media center questionnaires were addressed to the librarian, staff, or other library media center specialist in charge of the library. The principal and teacher questionnaires were sent to the sampled individuals. Each component began with a mailout phase, followed by a second mailing, and additional nonresponse follow-up conducted by telephone from centralized telephone centers. Remaining nonrespondents were assigned to field staff, who obtained interviews by phone or personal visit. Table B-7 depicts both the specific data collection activity and the time frame in which it occurred.

Table B-7.—Data collection time schedule: 1999–2000

Activity	Date of activity
Introductory letters mailed to school districts	August 1999
Introductory letters and teacher listing forms mailed to schools	August 1999
Census field representatives called school districts to obtain the name of a contact person to whom the School District Questionnaire should be addressed	September 1999
Lists of teachers provided by schools	September 1999–January 2000
First mailing of questionnaires to:	
Principals	September 1999
School Library Media Centers	September 1999
School Districts	September 1999
Schools	October 1999
Teachers	December 1999–March 2000
Second mailing of questionnaires to:	
Principals	October 1999
School Library Media Centers	November 1999
School Districts	November 1999
Schools	November 1999
Teachers	February–March 2000
Telephone and field follow-up of mail nonrespondents	November 1999–June 2000

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components).

VII. SASS Reinterview Program

SASS included a reinterview program for its school and teacher surveys. The purpose of this reinterview program was to evaluate the reliability of the data from selected SASS questions by estimating each question's response variance; that is, to measure the consistency in response between the original survey and the reinterview. High response variance indicates a problem with the design of the question or the nature of the data being collected by that question. The questions chosen for reinterview were considered to be critical to the SASS survey or suspected to be problematic. All reinterviews were conducted by mail. Most reinterview respondents received their reinterview questionnaire between three and four weeks from the date that they mailed back their original questionnaire. Only original survey cases completed by mail were eligible for reinterview. For a discussion of questions that exhibited moderate or high response variance, see the 1999–2000 SASS Reinterview Report (Ennis and Miller 2001).

VIII. Use of Improved Technology

A. Questionnaire Printing

The 1999–2000 SASS was the first administration of SASS to use customized printing of questionnaires. DocuPrint equipment allows for printing data specific to any respondent on any page. For SASS, DocuPrint was used to:

- Print respondent's identification information on the questionnaires;
- Provide information to specific respondents to avoid definitional problems;
- Change wording for a split panel test of a method to improve the School Library Media Center (LMC) Internet reporting rate; and
- Personalize letters to respondents.

B. Imaging of Questionnaires

In previous administrations of SASS, Census Bureau staff keyed completed questionnaires. The 1999–2000 SASS used imaging technology. The recognition program captured 75.4 percent of the questionnaire fields (13,414,588 of 17,792,365 fields) completed on the questionnaires. Traditionally, these fields went to a keyer/operator for 100 percent verification. In this administration of SASS, only 5,374,580 fields (30.2 percent) were 100 percent verified (verified fields included those not recognized by the program plus a random sample of 7.8 percent of the recognized fields). Imaging the questionnaires was found to be faster, less costly, and as accurate as keying. The results of imaging were:

- Data capture by imaging questionnaires, rather than by keying them, was completed using approximately one-half of the resources used in the previous round of SASS. Additionally, the data capture was completed earlier than in the previous round.
- Imaging was less expensive than traditional keying. Although some keying was required for data that could not be read by the equipment, cost savings still were realized.
- The quality of the image data capture operation was comparable to the traditional keying. The estimated overall operator error rate for the 1999–2000 surveys was 0.24 percent. This compares to a historical operator error rate of 0.28 to 0.36 percent when all data items were keyed.

C. Survey Design and Documentation System

One of the goals of the 1999–2000 SASS was to automate design, processing, and documentation activities more fully. Developing Surveys (DevSurv), software developed by staff in the Special Surveys Division of Statistics Canada, was used to perform many functions and activities. Specifically, the Census Bureau used DevSurv to produce Computer Assisted Telephone Interview (CATI) specifications, spreadsheets for testing scenarios, database structures or record layouts for the survey data files, codebooks, as well as code to read the microdata files. The DevSurv software used information stored in a Paradox database. The information entered included such things as question text, response categories, specifications for edits, and specifications for derived variables. More information about the DevSurv software can be found in the *1999–2000 Schools and Staffing: Data File User's Manual* (Tourkin et al. forthcoming).

IX. Response Rates

A. Survey Response Rates

The unweighted questionnaire, weighted questionnaire, and weighted overall response rates for each questionnaire are listed in table B-8. The weighted response rates for each component of SASS are detailed in tables B-9, B-10, B-11, and B-12. Table B-9 provides public school response rates by state for districts, schools, principals, teachers, and school library media centers. Table B-10 lists private school response rates by private school typology for schools, principals, teachers, and school library media centers. Table B-11 provides response rates for public charter schools, principals, and teachers. Table B-12 provides response rates for BIA schools, principals, teachers, and school library media centers. The response rate tables are useful as an indication of possible nonresponse bias.

The unweighted response rates were calculated by dividing the number of interview cases by the total number of eligible cases. The weighted response rates were derived by dividing the number of interview cases weighted by the basic weight by the total number of eligible cases weighted by the basic weight. The basic weight for each sample case is the inverse of the probability of selection.

Table B-8.—Weighted and unweighted questionnaire response rates and weighted overall response rates, by survey: 1999–2000

Survey	Unweighted questionnaire	Weighted questionnaire response rate	Weighted overall response rate*
Public School Teacher Listing Form	93.1	92.2	†
Private School Teacher Listing Form	85.8	87.0	†
Public Charter School Teacher Listing Form	91.3	91.3	†
BIA School Teacher Listing Form	97.5	97.5	†
Public School District	87.1	88.6	†
Public School	88.5	88.5	†
Private School	80.8	79.8	†
Public Charter School	86.1	86.1	†
BIA School	96.7	96.7	†
Public School Principal	90.6	90.0	†
Private School Principal	85.8	84.8	†
Public Charter School Principal	90.2	90.2	†
BIA School Principal	93.3	93.3	†
Public School Teacher	85.0	83.2	76.7
Private School Teacher	78.8	77.4	67.3
Public Charter School Teacher	78.7	78.6	71.8
BIA School Teacher	84.4	87.4	85.2
Public School Library Media Center	95.7	94.7	†
Private School Library Media Center	89.8	87.7	†
BIA School Library Media Center	95.4	95.4	†

† Not applicable.
* Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.
NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

Table B-9.—Final weighted response rates for public school districts, schools, principals, teachers, and school library media centers, by state: 1999–2000

State	Districts	Schools	Principals	Teachers			School library media centers
				Teacher listing form	Teacher questionnaire	Overall teacher response rate*	
50 States and DC	88.6	88.5	90.0	92.2	83.2	76.7	94.7
Alabama	94.2	95.8	95.4	98.7	83.5	82.4	98.3
Alaska	91.6	77.0	89.1	96.6	83.1	80.2	75.3
Arizona	92.0	88.4	89.6	97.3	84.1	81.8	91.9
Arkansas	94.7	94.0	92.9	98.3	84.4	82.9	99.5
California	89.8	81.3	85.9	89.3	78.3	69.9	83.6
Colorado	91.2	92.0	88.8	95.7	88.3	84.5	99.4
Connecticut	77.1	81.8	86.4	93.1	80.0	74.5	94.6
Delaware	78.9	80.0	86.3	88.4	84.1	74.3	90.0
District of Columbia	100.0	77.9	82.0	94.1	72.0	67.8	81.7
Florida	83.4	90.1	92.2	94.5	80.5	76.1	97.9
Georgia	94.7	97.3	93.6	96.4	85.2	82.1	99.6
Hawaii	100.0	82.2	90.6	92.7	86.1	79.8	97.3
Idaho	90.4	97.1	95.4	96.8	88.5	85.6	98.2
Illinois	95.5	91.9	92.4	93.9	83.7	78.5	97.8
Indiana	89.5	92.8	93.9	96.6	88.8	85.8	98.1
Iowa	91.6	93.3	95.6	94.7	87.5	82.8	96.1
Kansas	95.6	95.1	88.2	96.5	88.0	84.9	100.0
Kentucky	91.1	91.9	88.1	96.2	85.1	81.9	94.8
Louisiana	87.7	85.6	91.7	92.5	82.6	76.4	98.4
Maine	76.0	93.6	97.0	95.3	87.0	82.9	100.0
Maryland	74.6	68.0	72.5	75.1	83.8	62.9	75.2
Massachusetts	79.0	85.9	88.0	94.1	78.2	73.6	97.7
Michigan	90.0	89.5	93.9	87.7	83.7	73.4	95.9
Minnesota	85.7	93.1	93.9	95.1	84.8	80.6	98.5
Mississippi	88.4	93.5	92.5	91.9	86.0	79.0	95.1
Missouri	93.8	92.9	92.9	94.5	86.6	81.8	96.6
Montana	89.1	90.4	96.1	97.2	90.2	87.7	96.8
Nebraska	92.4	95.4	94.2	95.6	90.0	86.1	95.6
Nevada	82.4	84.9	88.8	88.4	81.0	71.5	95.8
New Hampshire	73.8	91.1	93.5	97.9	85.4	83.6	96.1
New Jersey	78.5	80.1	83.8	83.1	80.9	67.2	88.5
New Mexico	90.1	92.3	88.1	95.8	84.9	81.3	96.4
New York	84.0	80.8	79.5	85.0	77.0	65.5	93.0
North Carolina	85.2	94.6	85.3	91.6	83.4	76.4	92.7
North Dakota	85.0	90.1	93.1	93.0	87.1	81.0	93.3
Ohio	84.0	94.3	96.3	93.7	86.8	81.3	97.6
Oklahoma	89.5	87.9	92.0	92.6	86.3	79.9	98.5
Oregon	89.3	88.8	90.5	90.3	87.0	78.5	97.2
Pennsylvania	88.9	87.0	86.2	83.7	81.9	68.5	97.3
Rhode Island	73.3	91.7	86.4	91.0	79.0	71.9	97.0
South Carolina	92.5	86.5	92.5	91.9	80.8	74.3	91.4
South Dakota	92.3	91.9	93.2	91.9	85.4	78.5	97.7
Tennessee	94.4	91.5	87.6	95.9	86.5	83.0	94.5
Texas	90.4	89.1	93.9	95.3	84.3	80.4	96.1
Utah	97.4	89.1	94.2	96.3	87.3	84.0	99.0
Vermont	68.9	89.0	92.6	93.2	82.2	76.6	100.0
Virginia	90.8	84.3	87.3	89.2	85.4	76.2	95.0
Washington	91.2	86.3	91.4	97.1	81.9	79.5	95.2
West Virginia	85.7	92.1	91.7	95.8	84.4	80.8	96.3
Wisconsin	90.3	88.0	89.4	90.2	84.7	76.4	94.6
Wyoming	93.7	88.9	91.0	95.2	89.2	84.9	98.5

* Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all public school components, special tabulations from the response rate data files).

Table B-10.—Final weighted response rates for private schools, principals, teachers, and school library media centers, by NCES typology: 1999–2000

NCES typology	Schools	Principals	Teachers			School library media centers
			Teacher listing form	Teacher questionnaire	Overall teacher response rate*	
All private schools	79.8	84.8	87.0	77.4	67.3	87.7
Catholic	87.2	90.7	92.3	80.0	73.8	92.3
Parochial	88.4	91.3	92.3	79.0	72.9	92.9
Diocesan	85.8	91.0	93.3	82.1	76.6	91.2
Private Order	84.2	86.3	88.5	79.1	70.0	92.0
Other religious	77.1	82.4	84.5	73.8	62.4	83.6
Conservative Christian	74.6	83.9	80.2	72.0	57.8	79.1
Affiliated	75.7	79.2	84.4	75.8	64.0	87.9
Unaffiliated	80.8	83.1	88.9	74.0	65.8	84.8
Nonsectarian	74.5	81.0	85.0	77.9	66.2	86.3
Regular program	65.6	71.4	79.8	78.7	62.8	81.5
Special emphasis	85.8	90.5	87.5	71.0	62.1	92.1
Special education	76.5	87.9	92.2	83.8	77.2	91.5

* Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.
NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all private school components, special tabulations from the response rate data files).

Table B-11.—Final weighted response rates for public charter schools, principals, and teachers: 1999–2000

	Schools	Principals	Teachers			School library media centers
			Teacher listing form	Teacher questionnaire	Overall teacher response rate*	
Public charter	86.1	90.2	91.3	78.6	71.8	†

† Not applicable.
* Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.
NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all public charter school components, special tabulations from the response rate data files).

Table B-12.—Final weighted response rates for BIA schools, principals, teachers, and school library media centers: 1999–2000

	Schools	Principals	Teachers			School library media centers
			Teacher listing form	Teacher questionnaire	Overall teacher response rate*	
BIA	96.7	93.3	97.5	87.4	85.2	95.4

* Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.
NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all BIA school components, special tabulations from the response rate data files).

B. Nonresponse Bias Analysis

A nonresponse bias analysis was conducted for each of the components of the 1999–2000 SASS. The analysis included two steps to evaluate the extent of potential bias introduced by school district nonresponse, school nonresponse, school principal nonresponse, teacher nonresponse, and school library nonresponse.

First, unweighted and weighted response rates for each of the SASS components were examined to find large response rate differences overall and by selected characteristics of schools. For public school, public charter school, and BIA school related SASS surveys, the selected school characteristics were: state, region, community type, school instruction level, and student enrollment. For private school related SASS surveys, the selected school characteristics were: region, affiliation, NCES typology, community type, school instruction level, and student enrollment.

The results from the first step were used to identify the set of SASS components and subgroups for which the response rates were relatively low (i.e., less than 75 percent). Then, in the second step, for subgroups of schools among SASS components that did not attain at least a 75 percent response rate, SASS basic weighted estimates were compared to the corresponding population value obtained from the Common Core of Data (CCD) or Private School Survey (PSS) frames. Significant differences between the distribution of the respondent units and the frame distribution would suggest a potential bias due to nonresponse.

Estimates calculated for selected subgroups of the district component included the number of schools, the number of teachers, and the number of students in the district. For the school, principal, and library media center components, the percentage of minority students, the number of teachers, and the number of students in the school were calculated for use in the evaluation. For the teacher components, the number of teachers and the number of students were calculated for use in the evaluation.

When considering unit nonresponse, even at levels below 75 percent, there is no evidence to point to a substantial bias in SASS estimates.

The detailed results of these bias analyses are reported in *Nonresponse Bias Analysis for the 1999–2000 Schools and Staffing Survey (SASS)* (Bokossa, Salvucci, and Ghosh forthcoming).

C. Item Response Rates

The unweighted item response rates are the number of sample cases responding to an item divided by the number of sample cases eligible to answer the item. For SASS, the unweighted item response rates ranged from 10 percent to 100 percent. Tables B-13 and B-14 provide a brief summary of the item response rates. The item response rates in these tables are unweighted, and do not reflect additional response loss due to respondents' refusal to participate in the survey. None of the items presented in this report had a response rate below 70 percent. All items with a response rate below 70 percent will be examined for bias and, in some cases, will not be included on the data file.

Table B-13.—Summary of unweighted item response rates, by survey: 1999–2000

Survey	Range of item response rate	Percent of items with a response rate of 90 percent or more	Percent of items with a response rate of 75–89 percent	Percent of items with a response rate of less than 75 percent
School district survey	50–100	78	20	2
School survey				
Public	67–100	85	12	3
Private	45–100	44	51	5
Public Charter	39–100	70	24	6
BIA	60–100	87	10	3
Principal survey				
Public	40–100	95	2	3
Private	42–100	97	2	1
Public Charter	48–100	96	1	3
BIA	15–100	94	2	4
Teacher survey				
Public	48–100	89	7	4
Private	10–100	83	11	6
Public Charter	16–100	82	10	8
BIA	12–100	82	10	8
School library media center survey				
Public	40–100	70	27	3
Private	51–100	65	25	10
BIA	54–100	58	32	10

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

Table B-14.—Items with unweighted response rates of less than 75 percent, by survey: 1999–2000

Survey	Items
School district survey	6A, 6B, 6C, 39C, 47B
School survey	
Public	9B, 11A(0-9), 11A(10-20), 11A(21+), 32A(part-time), 32B(part-time), 33B, 50
Private	8A, 8B, 8C, 8F, 11(0-9), 11(10-20), 11(21+), 22D, 22E, 29B, 52C, 52D, 52E, 52F, 55A, 55B, 55C, 55D, 56B, 90
Public Charter	10A, 10B, 10C, 12(0-9), 12(10-20), 12(21+), 18O, 18O(importance), 35B, 38C(4yr), 38C(2yr), 38C(tech), 46B, 46C, 54A, 69D, 69E, 69F, 71A, 71B, 71C, 71D, 72B, 83B, 90, 92
BIA	10(0-9), 10(10-20), 10(21+), 30C(4-year), 30C(2-year), 30C(tech), 32E, 45A, 45B, 45C, 45D
Principal survey	
Public	10A(7), 10B(5), 10C(5), 10G(5), 31
Private	28
Public Charter	10A(7), 10B(5), 10C(5), 10G(5), 31
BIA	10A(5), 10B(3), 10C(3), 10G(3), 21I, 29
Teacher survey	
Public	38(11, code), 38 (11, enrollment), 38(12, code), 38 (12, enr), 38(13, code), 38 (13, enr), 38(14, code), 38 (14, enr), 38(15, code), 38 (15 enr), 50E(8)
Private	4C (code), 37, 38 (8, code), 38 (8, enrollment), 38 (9, code), 38 (9, enr), 38 (10, code), 38 (10, enr), 38 (11, code), 38 (11, enr), 38 (12, code), 38 (12, enr), 38 (13, code), 38 (13, enr), 38 (14, code), 38 (14, enr), 38 (15, code), 38 (15, enr)
Public Charter	4C (code), 37, 38 (6, code), 38 (6, enrollment), 38 (7, code), 38 (7, enr) 38 (8, code), 38 (8, enr), 38 (9, code), 38 (9, enr), 38 (10, code), 38 (10, enr), 38 (11, code), 38 (11, enr), 38 (12, code), 38 (12, enr), 38 (13, code), 38 (13, enr), 38 (14, code), 38 (14, enr), 38 (15, code), 38 (15, enr), 50E(8)
BIA	2, 11D3(year), 11D5(year), 37, 38(4, code), 38(7, code), 38 (7, enrollment), 38(8, code), 38 (8, enr), 38(9, code), 38 (9, enr), 38(10, code), 38 (10, enr), 38(11, code), 38 (11, enr), 38(12, code), 38 (12, enr), 38(13, code), 38 (13, enr), 38(14, code), 38 (14, enr), 38(15, code), 38 (15, enr), 50E(8)
School library media center survey	
Public	6 (yes/no), 8, 22D (acquired), 22E (total)
Private	6 (yes/no), 7 (yes/no), 8 (yes/no), 9, 22B (total), 22C (total), 22D (acquired), 22D (total), 22E (total), 25 (Europe), 25 (government), 25 (space), 25 (medicine)
BIA	5 (yes/no), 5 (< 1/2 time), 5(1/2 time), 5 (3/4 time), 5 (total), 6 (yes/no), 7 (yes/no), 19B (2), 21B (total), 21C (total), 21D (total), 21E (total)

NOTE: Numbers in this table refer to questionnaire item numbers, while letters or parenthetical descriptions refer to sub-items. The first item number presented in this table, 6A, is sub-item A on the School District Survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

X. Imputation Procedures

For questionnaire items that should have been answered but were not, values were imputed by (1) using data from other items on the questionnaire, (2) extracting data from a related component of the SASS (for example, using data from a school record to impute missing values on that school's library questionnaire), (3) imputing data from the Office of Educational Research and Improvement (OERI) charter school list and the National Charter School Directory (NCSD) for public charter schools only, (4) extracting data from the sample frame file (information about the sample case from other sources; for example, the Private School Survey (PSS) or the Common Core of Data (CCD), collected in the 1997–98 school year), and (5) extracting data from a respondent with similar characteristics, using a sequential hot-deck imputation procedure. See Brick and Kalton (1996) and Kalton and Kasprzyk (1986) for a general discussion of imputation procedures.

For some incomplete items, the entry from another part of the questionnaire, or the data record for a similar case was directly imputed to complete the item. For others the entry was used as part of an adjustment factor with other data on the incomplete record. For example, if a respondent did not report that the school had programs with special instructional approaches (18a) on the public school questionnaire, the response (1 = yes or 2 = no) for a similar school was imputed to item 18a of the incomplete record. If a respondent did not answer how many male students attended the school (8), the ratio of male students to the K–12 enrollment for a similar school was used to impute an entry to item 8 (i.e., SCHOOL A item 8 = SCHOOL A ENROLLMENT multiplied by the ratio of SCHOOL B item 8 to SCHOOL B ENROLLMENT). The source and method for imputation are identified in the data file by the "imputation flag" variable. For example, f_s0111=7 indicates that a donor (similar school) was used to impute variable s0111 of the Public School Questionnaire.

Values were imputed for items with missing data on records that had been classified as interviews (Interview Status Records (ISR) =1). In-scope cases that failed to meet the ISR criteria were classified as noninterviews (ISR=2). The specifics of the ISR requirements varied by survey, but required that a certain number of critical items and a percentage of the remaining items had non-missing values. The number of critical items required ranged from 2 to 6 items per survey and the percentage of additional remaining items required was between 2 and 10 percent. Noninterview adjustment factors were used during the data weighting process to compensate for data that were missing because the sample case was a noninterview.

XI. Weighting

Weighting of the sample units from the public sector was carried out to produce national and state estimates for public districts, schools, principals, and teachers. The private sector was weighted to produce national and association group estimates. Public charter and BIA schools were weighted to produce national and regional estimates.

Each component of SASS is weighted separately. Each weighting procedure consists of several general stages of the estimation process:

- Basic Weight—is the inverse of the probability of selection of the sample unit.
- Sampling Adjustment Factor—adjusts for any alteration in the sampling unit's probability of selection. For example, a sample school may have merged with another or a sample teacher may have been selected as a result of subsampling for nonresponse follow-up.
- Noninterview Adjustment Factors—adjusts the weights of interviewed cases to account for sample cases eligible for interview but not interviewed.

- First Stage Ratio Adjustment Factor—controls the sample estimates to the sampling frame totals thereby making up for deficiencies in the sample selected.
- Second Stage Ratio Adjustment Factor—applies to private schools and controls the SASS sample estimates to the 1999–2000 Private School Survey (PSS) totals. This adjustment forces the SASS estimates to agree with PSS totals for certain key characteristics.
- Teacher Adjustment Factor—applies to teacher files and controls the teacher counts from the teacher files to the teacher counts from the school files. This is done to improve the consistency in SASS estimates between files.

For more information on the weighting methodology, see the *1999–2000 SASS Sample Design and Estimation Report* (Cole et al. forthcoming).

XII. Reliability

SASS estimates are based on samples with the following exceptions: public charter schools, BIA schools, and four private school affiliations (the Association of Military Colleges and Schools, Friends Council on Education, Solomon Schechter Day Schools, and any Lutheran affiliation other than Lutheran Church—Missouri Synod, Evangelical Lutheran Church in America, or Wisconsin Evangelical Lutheran Synod). The sample estimates may differ somewhat from the values obtained from administering a complete census using the same questionnaire, instructions, and enumerators. The difference occurs because a sample survey estimate is subject to two types of errors: nonsampling and sampling. Estimates of the magnitude of the SASS sampling error can be derived or calculated, but not of nonsampling error. This section describes SASS nonsampling error sources, followed by a discussion of sampling error, its estimation, and its use in data analysis (Jabine 1994; Kalton et al. 2000).

A. Nonsampling Variability

Nonsampling errors are attributed to many sources, including:

- Inability to obtain information about all cases in the sample (Monaco et al. 1998; Scheuren et al. 1996)
- Definitional difficulties
- Differences in the interpretation of questions
- Inability or unwillingness on the part of the respondents to provide correct information
- Inability to recall information
- Poorly worded or vague questions (Salvucci et al. 1997)
- Errors made in collection (e.g., recording or coding the data)
- Errors made in processing the data
- Errors made in estimating values for missing data
- Undercoverage (Hammon 2001; Lee, Burke, and Rust 2001)

Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers. More detailed discussion of the existence and control of nonsampling errors in the SASS can be found in the *Quality Profile for SASS Rounds 1–3: 1987–1995* (Kalton et al. 2000).

B. Sampling Variability

Standard errors indicate the magnitude of the sampling error. They also partially measure the effect of some nonsampling errors in response and enumeration, but do not measure any systematic biases in the data. The standard errors mostly measure the variations that occurred by chance because a sample was surveyed rather than the entire population.

The sample estimate and its standard error enable one to construct confidence intervals, or ranges that would include the average result of all possible samples with a known probability. For example, if all possible samples were selected and surveyed under essentially the same conditions and with the same sample design, and if estimates and their standard errors were calculated from each sample, then—

- Approximately 90 percent of the intervals from 1.645 standard errors below the estimate to 1.645 standard errors above the estimate would include the average result of all possible samples.
- Approximately 95 percent of the intervals from 1.960 standard errors below the estimate to 1.960 standard errors above the estimate would include the average result of all possible samples.

The average estimate derived from all possible samples is or is not contained in any particular computed interval. However, for a particular sample, one can say with the specified confidence that the confidence interval includes the average estimate derived from all possible samples.

Standard errors were estimated using a bootstrap variance procedure which incorporates the design features of the complex survey sample design (Kaufman 2000). Information about variance estimation software for complex sample surveys can be obtained from http://www.fas.harvard.edu/~stats/survey~soft/survey~soft.html.

The 1999–2000 standard error methodology has been altered with respect to the handling of certainty schools: in earlier SASS administrations, it was assumed that there was no variance associated with certainty schools, and that all error from certainty schools reflected bias. In 1999–2000, it was decided to assume that nonresponse from certainty schools followed a random process and so certainty schools could have variance due to this random process.

XIII. Statistical Tests

The tests of significance used in this analysis are based on Student's *t* statistics. As the number of comparisons that are conducted at the same significance level increases, it becomes more likely that at least one of the estimated differences will be significant merely by chance, that is, will be erroneously identified as different from zero. Even when there is no statistical difference between the means or percentages being compared, there is a 5 percent chance of getting a significant *t* value of 1.96 from sampling error alone. As the number of comparisons increases, the chance of making this type of error also increases.

In order to correct significance tests for multiple comparisons, a Bonferroni adjustment was used (Hayes 1988). This method adjusts the significance level for the total number of comparisons made with a particular classification variable. All the differences cited in this report are significant at the 0.05 level of significance after a Bonferroni adjustment.

XIV. Data Files

There are currently two types of data files produced for the 1999–2000 SASS: *restricted-use response rate* files, which contain all cases in the original samples, and the *restricted-use analysis* files, which contain only those cases for which interviews were obtained. The restricted-use analysis files are fully imputed and weighted. The files used to generate the estimates in this report were the following:

ID	Questionnaire	Response rate data files	Restricted-use analysis data files
16A	Public teacher list	01/04/2001	Not applicable
16B	Private teacher list	01/03/2001	Not applicable
16C	Indian teacher list	01/03/2001	Not applicable
16D	Public Charter teacher list	01/03/2001	Not applicable
1A	District	02/13/2001	03/05/2002
2A	Public Principal	07/11/2001	03/14/2002
2B	Private Principal	07/11/2001	03/14/2002
2C	Indian Principal	06/25/2001	03/14/2002
2D	Public Charter Principal	06/25/2001	03/14/2002
3A	Public School	07/02/2001	03/06/2002
3B	Private School	07/03/2001	04/30/2002
3C	Indian School	06/25/2001	03/06/2002
3D	Public Charter School	06/25/2001	03/06/2002
4A	Public Teacher	07/19/2001	03/14/2002
4B	Private Teacher	07/19/2001	03/14/2002
4C	Indian Teacher	08/29/2001	03/14/2002
4D	Public Charter Teacher	09/05/2001	03/14/2002
LS1A	Public School Library Media Center	07/24/2001	05/21/2002
LS1B	Private School Library Media Center	07/24/2001	05/21/2002
LS1C	Indian School Library Media Center	04/10/2001	05/21/2002

Public-use files are not available at the time of this report. These files will be released following disclosure risk analysis and review. Additionally, data used to produce the estimates for the BIA tables were run from an internal Census Bureau analysis file that combines BIA or public-use cases from the public, charter, and BIA files. This file will not be included among the restricted-use files that are released from SASS. Analysts may recreate this file by merging all BIA cases on the public, public charter, and Indian files using the BIA-flag variable. The actual number of BIA schools, principals, teachers, and school library media centers taken from the Indian files only are shown in table C1 (see appendix C, Bureau of Indian Affairs Weighted Estimates). The estimates are provided so that analysts working with these files have benchmark counts for their work.

The final restricted-use datasets for the 1999–2000 SASS will all be created at one time and have similar file creation dates.

XV. Cautions Concerning Change Estimates

Care must be taken in estimating change over time in a SASS data element, because some of the measured change (e.g., an x percent increase in the number of teachers having certification) may not be attributable to a change in the educational system. Some of the change may be due to changes in the sampling frame, to a questionnaire item wording, or other changes detailed in Cole et al. (forthcoming).

The primary reasons for change include the following:

- Questionnaires were substantially revised. Questions were reworded based on the results of cognitive testing. The order of questions on the questionnaires was also changed.

- The sampling frame has changed somewhat over time. For example, the introduction of public charter schools into the educational system has affected estimates of noncharter public schools as well as public schools overall.
- Definitions and concepts have changed over time. For example, a more precise definition of a library media center is provided on the school questionnaire than has been provided in the past.

One major change to note is a change in the "community type" variable used in this report. The Common Core of Data (CCD) changed the Census Bureau's geographic coding of public schools in metropolitan and nonmetropolitan areas as of school year 1998–99. The definitional change was to redefine "rural" into two codes: code 7 remains as "rural outside a metropolitan area," while the new code 8 is for "rural within a metropolitan area." This recognizes the areas that are rural, even though the entire surrounding places may be defined as part of a metropolitan area. At the same time, there has been more reporting and assignment of locale codes for public schools using a more precise system of physical addresses (although some public schools still are using mailing addresses). The physical address allows for a more precise coding than at the ZIP code level of the mailing address of a public school. The change in the method of assigning locale codes has resulted in some cases shifting from one locale code prior to the 1998–99 school year to another as of 1998–99 and subsequent years. The 3-level urbanicity variable now includes the code 8 rural areas in the "urban fringe/large town" category, rather than as part of the "rural/small town" category. This definitional and operational change may result in some comparisons of schools by community type or locale over time that do not reflect actual change, but merely a shift in the distribution of schools by community type due to the difference in definition of rural areas or method of community type assignment.

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Appendix C: Bureau of Indian Affairs Weighted Estimates

Bureau of Indian Affairs Weighted Estimates

Table C-1.—Number of Bureau of Indian Affairs (BIA) schools, principals, teachers, and students in schools reported solely in the BIA Education Directory, by selected characteristics: 1999–2000

Selected characteristics	Schools	Principals	Teachers	Students
Total	120	119	2,353	30,101
Region				
Northeast	#	#	#	#
Midwest	23	22	560	5,213
South	#	#	#	#
West	93	93	1,711	23,855
Community type				
Central city	10	11	191	2,396
Urban fringe/large town	20	20	272	4,238
Rural/small town	90	88	1,890	23,468
School level				
Elementary	84	84	1,397	19,667
Secondary	15	15	338	4,182
Combined	21	20	617	6,252
Student enrollment				
Less than 100	14	15	#	1,046
100–499	96	93	1,866	23,179
500 or more	#	11	393	#

Too few sample cases.

NOTE: This table includes respondents that completed the Indian SASS questionnaires. This table does not include respondents completing Public or Public Charter questionnaires that were also in the Bureau of Indian Affairs Education Directory.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Indian School Principal Survey," and "Indian School Teacher Survey."

Table C-2.—Standard errors for number of Bureau of Indian Affairs (BIA) schools, principals, teachers, and students in schools reported solely in the BIA Education Directory, by selected characteristics: 1999–2000

Selected characteristics	Schools	Principals	Teachers	Students
Total	0.6	0.6	40.4	495.7
Region				
Northeast	#	#	#	#
Midwest	1.4	1.4	41.8	360.5
South	#	#	#	#
West	1.4	1.3	50.6	657.5
Community type				
Central city	0.8	0.8	18.2	226.0
Urban fringe/large town	1.2	1.2	25.1	293.7
Rural/small town	1.4	1.4	48.6	572.0
School level				
Elementary	0.7	0.8	23.6	324.3
Secondary	0.3	0.3	12.8	200.5
Combined	0.9	0.9	36.8	363.5
Student enrollment				
Less than 100	0.7	0.7	#	54.1
100–499	1.3	1.3	47.7	417.2
500 or more	#	1.0	46.4	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Indian School Principal Survey," and "Indian School Teacher Survey."

Appendix D: Glossary

Glossary

The following survey terms are defined as they apply to the Schools and Staffing Survey (SASS).

A

Advanced Placement (AP) courses. The SASS questionnaires do not provide a definition of this term. A general definition is a course designed to prepare students for the Advanced Placement subject assessments that are administered by the College Board. To learn more about AP exams, see http://www.collegeboard.org/ap/index.html on the Internet.

Affiliation. SASS uses 20 categories into which all private schools are divided based on religious orientation and association membership. These categories are Catholic, Friends, Episcopal, Hebrew Day, Solomon Schechter, Other Jewish, Missouri Synod Lutheran, Wisconsin Synod Lutheran, Evangelical Lutheran, Other Lutheran, Seventh-Day Adventist, Christian Schools International, American Association of Christian Schools, Association of Christian Schools International, National Association of Private Schools for Exceptional Children, Montessori, Independent Schools, National Independent Private School Association, Other, and Military schools. Schools with multiple affiliations are classified by their first affiliation in the above list. These categories represent the private school sampling strata for SASS, therefore, the SASS private school sample is designed to support estimates for each of these affiliation categories. Membership in the National Association of Independent Schools (NAIS) is not used to determine the private school affiliation for SASS and is reported separately. Schools in NAIS may come from any affiliation category.

Automated circulation. The SASS questionnaires do not provide a definition for this term. A general definition is that the circulation of library materials process is automated, i.e., computerized.

Average. The arithmetic mean.

B

Bureau of Indian Affairs (BIA) School. Any school included in the *1997–98 Office of Indian Education Programs: Education Directory* is a BIA-funded school. This directory was the population frame for the Indian School component of the 1999–2000 SASS. Schools listed in the BIA directory receive federal funds but may be operated by a local school district, a local tribe, or as a public charter school. Prior to the 1998–99 school year, states may have reported some BIA-funded schools to the Common Core of Data (CCD) and that would result in duplicate reporting. For the 1999–2000 SASS, any BIA-funded school was flagged as a BIA school, but if a school was also reported on CCD, that school received a Public School Questionnaire. CCD now reports all BIA-funded schools separately from the state counts. Similarly, for BIA-funded schools appearing on the public charter school frame, those schools, if eligible, received a Public Charter School Questionnaire.

C

Certification. A license or certificate awarded to teachers by the state to teach in a public school.

Charter School. See Public Charter School.

Charter School Origin. See Public Charter School Origin.

Class size. Number of students taught by a teacher in a self-contained classroom, or average number of students per class taught by a teacher that provides departmentalized instruction.

Combined school. See school with combined grades.

Common Core of Data (CCD). The Common Core of Data is a group of surveys that acquire and maintain public elementary and secondary education data from the 50 states, the District of Columbia, and the outlying areas through the state-level (or equivalent) education agencies. Information about

staff and students in public schools is collected annually at the school, LEA (Local Education Agency or School District), and state levels. Information about revenues and expenditures is also collected at the state level.

Community Type. A three-level categorization based on the eight-level U.S. Census Bureau definition of locale. A central city school is a school located in a large or midsize central city. An urban fringe/large town school is a school located in the urban fringe of a large or midsize city, in a large town, or in a rural area within an urbanized metropolitan area. A rural/small town school is a school located in a small town or rural setting.

Content. This term is not defined in the SASS questionnaires. A general definition is a division or field of organized knowledge, such as English or mathematics.

Content and performance standards. This term is not defined in the SASS questionnaires. A general definition is a set of goals, objectives, or criteria expressed either numerically as a statistical average or philosophically as an ideal of excellence that students should attain in specific subject matter (content), or the level of attainment students should actually accomplish (performance).

D

Departmentalized instruction. The SASS teacher questionnaires define teachers in departmentalized instruction as teachers who teach subject matter courses (e.g., biology, history, keyboarding) to several classes of different students all or most of the day.

Distance learning. The SASS library media center/library questionnaires define distance learning as programs in which lessons are taught via television, satellite, or computer network.

District. A Local Education Agency (LEA), or public school district, is defined as a government agency that employs elementary or secondary level teachers and is administratively responsible for providing public elementary and/or secondary instruction and educational support services.

E

Elementary school. See school, elementary.

Extended day or before-school or after-school daycare. The SASS questionnaires specify that these programs are available at the school in any of grades K–12 or comparable ungraded levels, regardless of funding source, as identified by the school.

F

Free or reduced-price lunches. A federally funded program to aid schools in providing an adequate lunch at school. Schools are reimbursed to provide meals to students, either free or for a reduced-price. See the description of the National School Lunch Program.

Full standard state certification in field to be taught. This term is not defined in the SASS questionnaires. A general definition is a license or certificate awarded to teachers by the state to teach a specific field or subject area in that state. In this report, eligible certificates include regular or standard state certificates or advanced professional certificates. Provisional, temporary, or emergency certificates are not included.

I

Individual Education Plan. An Individual Education Plan (IEP) is required for all students with an identified disability under the Individuals with Disabilities Education Act (IDEA). Each public school child who receives special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

International Baccalaureate (IB). The SASS school questionnaires define this program as a high school degree program internationally licensed by the International Baccalaureate Organization. For more information, see http://www.ibo.org/ on the Internet.

L

Library Media Center. See School Library Media Center.

Limited-English Proficiency. The SASS school questionnaires define Limited-English proficient (LEP) students as students whose native or dominant language is other than English and whose difficulties in speaking, reading, writing, or understanding the English language are sufficient to deny them the opportunity to learn successfully in an English-speaking-only classroom.

M

Magnet school program. The SASS district questionnaire defines a magnet school program as a program in which some or all schools in the district offer enhancements such as special curricular themes or methods of instruction, which are intended to attract students from outside their normal attendance area.

Main assignment field. The field in which the teacher teaches the most classes, as indicated by the teacher.

Major or minor. A field of study in which an individual has taken substantial academic coursework, implying that the individual has substantial knowledge of the academic discipline or subject area. In this report, majors and minors include only those earned at the bachelor's degree level or higher.

Median. The midpoint of the data or where precisely 50 percent of the values lie above it, and 50 percent lie below it.

Methods of teaching. This term is not defined in the SASS questionnaires. A general definition is a set of instructional practices or processes that teachers employ. Methods of teaching may include cooperative learning, individualized systems of instruction, peer and cross-age tutoring, etc.

N

National School Lunch Program. The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. School districts and independent schools that choose to take part in the lunch program get cash subsidies and donated commodities from the U.S. Department of Agriculture for each meal they serve. In return, they must serve lunches that meet federal requirements, and they must offer free or reduced-price lunches to eligible children. School food authorities can also be reimbursed for snacks served to children through age 18 in after-school educational or enrichment programs.

National School Lunch Program, Approved. To be approved for a free or reduced-price lunch, a student must be eligible and must be enrolled in a school or district that participates in the National School Lunch Program. In addition, the student's family must fill out an enrollment form to apply for a free or a reduced price lunch.

National School Lunch Program, Eligible. Students are eligible for free or reduced-price lunch based on their family income. Children from families with incomes at or below 130 percent of the poverty level are eligible for free lunches. Those between 130 percent and 185 percent of the poverty level are eligible for reduced-price lunches.

NCES Typology. See typology.

O

Other library staff. The SASS library media center/library questionnaires define other paid library staff as full-time and part-time staff who are not certified as library media specialists and full-time and part-time library aides or clerical staff.

P

Praxis Core Battery test. A standardized national teacher general assessment administered by the Educational Testing Service that measure reading, writing, and mathematics skills vital to all teacher candidates. These assessments are designed to be taken early in the teacher's college career. For more information, see http://www.teachingandlearning.org/licnsure/praxis/index.html on the Internet.

Praxis II: Subject Assessment. The SASS questionnaires do not provide a definition. A general definition is a standardized national teacher assessment of subject content administered by the Educational Testing Service. These assessments measure candidates' knowledge of the subjects they will teach, as well as how much they know about teaching that subject. For more information, see http://www.teachingandlearning.org/licnsure/praxis/index.html on the Internet.

Private School. A private school is defined as a school not in the public system that provides instruction for any of grades 1–12 (or comparable ungraded levels). The instruction must be given in a building that is not used primarily as a private home.

Program. A plan or system under which action may be taken toward a goal. A set of services or initiatives offered by a school.

Programs with special instructional approaches. The SASS school questionnaires offer Montessori, self-paced instruction, open education, and ungraded classrooms as examples of these types of school programs.

Public Charter School. A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A public charter school may be a newly created school or it may previously have been a public or private school. The sector includes public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year.

Public Charter School Origin. Public charter schools can originate in one of three ways:

- A newly created school that was not a, or part of a, public or private school before becoming a public charter school.
- A pre-existing public school that was a, or part of a, public school before becoming a public charter school.
- A pre-existing private school that was a, or part of a, private school before becoming a public charter school.

Public School. A public school is defined as an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support and is operated by an education or chartering agency. They include regular, special education, vocational/technical, alternative, and public charter schools. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included. They also include Bureau of Indian Affairs-funded schools operated by local public school districts.

R

Region.

- Northeast: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania.
- Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas.
- South: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas.
- West: Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii.

Required working hours. Refers to the time teachers are required to spend at school. It does not include time spent before school, after school, or on the weekends on school-related activities.

S

Salary schedule. The SASS questionnaires do not provide a definition. A general definition is a listing of teacher salary levels offered by the school or district by which teacher salaries are determined. The schedule is often based on years of experience and degrees earned.

School with combined grades. A combined school or combined grade school has one or more of grades K–6 and one or more of grades 9–12; for examples, schools with grades K–12, 6–12, 6–9, or 1–12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School, elementary. A school is classified as elementary if it has one or more of grades K–6 and does not have any grade higher than grade 8; for example, schools with grades K–6, 1–3, or 6–8 are classified as elementary. Schools with only kindergarten or prekindergarten were not included in the survey.

School, secondary. A school is classified as secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7; for example, schools with grades 9–12, 7–9, 10–12, or 7–8 are classified as secondary.

School-related activities. School-related activities are activities that teachers may engage in and may or may not involve student interaction. School-related activities involving student interaction include coaching, field trips, and transporting students. School-related activities not involving student interaction include preparation, grading papers, parent conferences, and attending meetings.

School Library Media Center. The SASS questionnaires define a School Library Media Center as an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A School Library Media Center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

Secondary school. See school, secondary.

Self-contained classes. The SASS teacher questionnaires define teachers in self-contained classes as teachers who teach multiple subjects to the same class of students all or most of the day.

Specialized career academy. The SASS school questionnaires define this term as a curriculum that integrates academic and vocational courses, organized around broad career areas.

Specialized tech-prep program. The SASS school questionnaires define this term as vocational-technical instruction in the last two years of high school designed to prepare students for two years of postsecondary vocational instruction.

Special Education School. Special education schools focus primarily on direct instructional activities required to educate students with mental handicaps, such as mental retardation; physical handicaps, such as hearing- and speech-impairment, and learning disabilities, such as dyslexia.

State approved teacher preparation program. The SASS questionnaires do not provide a definition. A general definition is a program of activities and experiences, developed by a postsecondary institution and approved by a state, that trains people to assume the responsibilities of a member of the education profession.

State certified library media specialist. The SASS library media center/library questionnaires define this term as paid professional staff who are certified by the state as library media specialists by meeting the state's regular or standard certification requirements in the library media specialty area. Includes those who have completed all necessary course work and are eligible for full certification upon completion of a probationary period.

Student assessment. The SASS teacher questionnaires provide methods of testing, evaluation, and performance assessment as examples of student assessment activities.

Student/teacher ratio. Total number of students in the schools divided by the number of full-time equivalent teachers in the school.

T

Talented/gifted program. The SASS school questionnaires define these programs as programs designed for students with specifically identified talents or exceptional academic achievement.

Tardiness. Tardiness refers to a student coming to school or class after the designated starting time, missing part of a class.

Teacher. A teacher is defined as a full-time or part-time teacher who teaches any regularly scheduled classes in any of grades K–12. This includes administrators, librarians, and other professional or support staff who teach regularly scheduled classes on a part time basis. Itinerant teachers are included, as well as long-term substitutes who are filling the role of regular teacher on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (for example, a music teacher who teaches three days per week at one school and two days per week at another). Short-term substitute teachers and student teachers are not included.

Teacher induction program. The SASS questionnaires do not provide a definition for this term. A general definition is a formal process by which new teachers are introduced to teaching once they have completed their university-based preparation. Common elements of teacher induction programs include mentoring or support systems, training, individual-based inservice, and teacher assessment.

Test of basic skills. The SASS questionnaires do not provide a definition for this term. A general definition is a test given to prospective teachers to measure basic skills, such as their reading, writing, and mathematics abilities.

Test of subject knowledge. The SASS questionnaires do not provide a definition for this term. A general definition is a test given to prospective teachers to measure their knowledge in a specific discipline or field of organized knowledge.

Title I. The SASS school questionnaires define Title I as a federally funded program that provides educational services, such as remedial reading or remedial mathematics, to children who live in areas with high concentrations of low-income families. Title I can be administered as a targeted assistance or schoolwide program.

Title I, schoolwide. The SASS questionnaires do not provide a definition of this term. A schoolwide Title I program refers to schools that use Title I funds to improve the effectiveness of the entire school. These programs are intended to strengthen the school's overall capacity and develop more comprehensive strategies for helping students from low-income families.

Title I, targeted assistance. The SASS questionnaires do not provide a definition of this term. A targeted assistance Title I program is a program at a school that targets Title I funds to specific students identified as in need of assistance. It provides categorical funding for qualified students only.

Traditional Public School. Traditional public schools are the subset of all public schools that are not public charter schools. They include regular, special education, vocational/technical, and alternative schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs-funded schools operated by local public school districts. See also the definitions for public and public charter schools.

Typology. Categories (three major with three sub-categories each) into which private schools are divided based on religious orientation, association membership, and program emphasis: 1) Catholic—parochial, diocesan, private; 2) Other religious—affiliated with a Conservative Christian school association, affiliated with a national denomination, unaffiliated; 3) Nonsectarian—regular, special program emphasis, special education.

Appendix E: Table Crosswalk, by Sector

Table Crosswalk, by Sector

Table topic	Public	Private	Public charter	Bureau of Indian Affairs
Total number of schools, principals, teachers, and students	1.01	2.01	3.01	4.01
Percentage of school districts or schools with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience	1.02	2.02	3.02	(*)
Percentage of public school districts with various types of school choice policies, and the number of students enrolled in districts from outside their home districts	1.03	(*)	(*)	(*)
Percentage of districts or schools that required various teacher qualifications when considering teacher applicants	1.04	2.03	3.03	(*)
Percentage of elementary schools that offered a particular program or service	1.05	2.04	3.04	4.02
Percentage of secondary and combined schools that offered a particular program or service	1.06	2.05	3.05	4.03
Number of schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches	1.07	2.06	3.06	4.04
Percentage of schools with various security measures	1.08	2.07	3.07	4.05
Total number of school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff	1.09	2.08	3.08	4.06
Percentage of school library media centers with selected equipment and services	1.10	2.09	(*)	(*)
Percentage of principals with experience in teaching, administration, or other selected positions before becoming principals	1.11	2.10	3.09	4.07
Percentage of public school principals who reported that the parent association had a great deal of influence over various school activities and percentage of principals and teachers who reported that lack of parent involvement was a serious problem at their school	1.12	(*)	(*)	(*)
Percentage distribution of teachers by age and average and median age of school teachers	1.13	2.11	3.10	4.08
Percentage of full-time teachers who reported participating in various professional development activities in the past 12 months	1.14	2.12	3.11	4.09
Average hours per week that full-time teachers were required to be at school and average hours worked outside regular school hours	1.15	2.13	3.12	4.10
Average class size and student/teacher ratios	1.16	2.14	3.13	4.11
Percentage of teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school	1.17	2.15	3.14	4.12
Percentage of public school teachers who agreed or strongly agreed with various statements regarding the working conditions in their school or classroom	1.18	(*)	(*)	(*)
Percentage of public school teacher who taught students on Individual Education Plans (IEP) or Limited-English Proficient (LEP) students and the percentage with 8 or more hours of training on how to teach IEP or LEP students	1.19	(*)	(*)	(*)

* No table on this topic for this sector.

Appendix F: Schools and Staffing Survey 1999–2000 Content Framework

Schools and Staffing Survey 1999–2000
Content Framework

1. **Teacher Capacity**
   - **1.1. Individual Characteristics of Teachers**
     - 1.1.1. Individual Information
     - 1.1.2. Attitudes (e.g., satisfaction)
     - 1.1.3. Subject Area
     - 1.1.4. Grade Level
     - 1.1.5. Income/Benefits
   - **1.2. Teacher Quality**
     - 1.2.1. Basic Qualifications
       - 1.2.1.1. Licensure
       - 1.2.1.2. Academic Preparation
       - 1.2.1.3. Experience
     - 1.2.2. Quality Assessments
       - 1.2.2.1. Teacher Perceptions
       - 1.2.2.2. External Assessments
   - **1.3. Teacher Career Paths**
     - 1.3.1. Recruitment and Hiring
     - 1.3.2. Entry into Teaching
     - 1.3.3. Teacher Preparation
     - 1.3.4. Induction of New Teachers
     - 1.3.5. Exits
   - **1.4. Professional Development**
     - 1.4.1. Design
       - 1.4.1.1. Type
       - 1.4.1.2. Influence on Design
     - 1.4.2. Delivery
     - 1.4.3. Content
     - 1.4.4. Sponsors and Support
     - 1.4.5. Outcomes

2. **School Capacity**
   - **2.1. Organization and Management**
     - **2.1.1. Policy and Practice**
       - 2.1.1.1 Decision Making
       - 2.1.1.2 Salary and Benefits
       - 2.1.1.3 Hiring Practices—Teachers
       - 2.1.1.4 Hiring Practices—Other
       - 2.1.1.5 Professional Development
       - 2.1.1.6 Other
     - **2.1.2. Administration**
       - 2.1.2.1 Individual Characteristics
       - 2.1.2.2 Management
       - 2.1.2.3 Attitudes
       - 2.1.2.4 Academic Preparation
       - 2.1.2.5 Experience
       - 2.1.2.6 Other Training
       - 2.1.2.7 Salary/Benefits
     - **2.1.3. Programs**
       - 2.1.3.1 Limited English Proficiency
       - 2.1.3.2 Pre-School
       - 2.1.3.3 Special Education
       - 2.1.3.4 Student Behavior
   - **2.2. School Processes**
     - 2.2.1. Teacher Influence on Policy
     - 2.2.2. Control in Classroom
     - 2.2.3. Perceptions
     - 2.2.4. Content
     - 2.2.5. Conditions for Teaching and Learning
   - **2.3. Curriculum and Instruction**
     - 2.3.1. Curriculum Offerings
     - 2.3.2. Instructional Standards
     - 2.3.3. Instructional Organization and Practices
     - 2.3.4. Outcomes
     - 2.3.5. Resources
   - **2.4. Parental Involvement**
     - 2.4.1. Encouraging Parental Involvement
     - 2.4.2. Type and Degree
   - **2.5. School Safety and Student Behavior**
     - 2.5.1. Perceptions
     - 2.5.2. Behavioral Measures
   - **2.6. Basic School Characteristics**
     - 2.6.1. Community
     - 2.6.2. Student Population
     - 2.6.3. Teacher Population
     - 2.6.4. Private
       - 2.6.4.1 Affiliation
       - 2.6.4.2 Teacher
       - 2.6.4.3 Tuition
       - 2.6.4.4 Other
     - 2.6.5. Enrollment
     - 2.6.6. Grade Level
     - 2.6.7. Admission
     - 2.6.8. Other

3. **District Capacity**
   - **3.1 District Characteristics**
     - 3.1.1 Enrollment
     - 3.1.2 Grade Levels
     - 3.1.3 Student Population
     - 3.1.4 Teacher Population
     - 3.1.5 Other

- **3.2 District Policy and Practice**
  - 3.2.1 Hiring Practices—Teacher
  - 3.2.2 Hiring Practices—Other
  - 3.2.3 Programs
  - 3.2.4 Salary and Benefits
  - 3.2.5 Professional Development
  - 3.2.6 Other

4. School Library Media Center Capacity

- **4.1 LMC Specialist Qualifications**
- **4.2 Support Staff Characteristics**
- **4.3 Facilities**
- **4.4 Resources**
  - 4.4.1 Expenditures for Library Materials
  - 4.4.2 Collection Characteristics
- **4.5 Technology**
  - 4.5.1 Automated Circulation System
  - 4.5.2 Digital Media, Databases, and Internet
- **4.6 Scheduling**
  - 4.6.1 Flexible or Fixed
  - 4.6.2 Frequency of Visits
  - 4.6.3 Schedule Decision-making
- **4.7 Collaboration with Teachers**

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Appendix G: Additional Resources on the Schools and Staffing Survey (SASS)

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Additional Resources on the Schools and Staffing Survey (SASS)

SASS products may be obtained online at **http://nces.ed.gov/surveys/SASS/** or in printed versions free of charge while supplies last from:

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794–1398
1–877–4ED–PUBS

Other Reports on the 1999–2000 SASS Collection

- *Qualifications of the Public Teacher Workforce: 1987–88 to 1999–2000* (NCES 2002–603).
- *Schools and Staffing in the United States: A Statistical Profile, 1999–2000* (forthcoming).
- *America's Teachers: Profile of a Profession, 1999–2000* (forthcoming).
- *SASS by State, 1999–2000* (forthcoming).
- *Public Charter Schools in the United States, 1999–2000* (forthcoming).
- *Characteristics of American Indian and Alaska Native Education, Results from the 1999–2000 SASS* (forthcoming).
- *Private Schools in the United States: A Statistical Profile, 1999–2000* (forthcoming).
- *1999–2000 Schools and Staffing Survey: Sample Design and Estimation* (forthcoming).

Selected Reports on Earlier SASS Collections

- *Schools and Staffing in the United States: A Statistical Profile, 1987–88* (NCES 92–120)
- *Schools and Staffing in the United States: A Statistical Profile, 1990–91* (NCES 93–146)
- *Schools and Staffing in the United States: A Statistical Profile, 1993–94* (NCES 96–124)
- *America's Teachers: Profile of a Profession, 1993–94* (NCES 97–460)
- *Public and Private School Principals in the United States: A Statistical Profile, 1987–88 to 1993–94* (NCES 97–455)
- *SASS by State, 1993–94 Schools and Staffing Survey: Selected State Results* (NCES 96–312)
- *Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation* (NCES 97–471)
- *Private Schools in the United States: A Statistical Profile, 1993–94* (NCES 97–459)
- *Characteristics of American Indian and Alaska Native Education* (NCES 97–451)
- *Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988–91* (NCES 2000–309)
- *In the Middle: Characteristics of Public Schools With a Focus on Middle Schools* (NCES 2000–312)
- *Public School Districts in the United States: A Statistical Profile: 1987–88 to 1993–94* (NCES 98–203)

- *School Library Media Centers: 1993–94* (NCES 98–282)
- *Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community, School, Teacher, and Student Characteristics* (NCES 97–293)
- *SASS 1993–94: A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training* (NCES 97–472)

Selected Technical Reports on Earlier SASS Collections

- *Quality Profile for SASS Rounds 1–3: 1987–1995* (NCES 2000–308)
- *1993–94 Schools and Staffing Survey: Sample Design and Estimation* (NCES 96–089)

Public-use Data

- *The Schools and Staffing Survey (SASS) and Teacher Followup Survey (TFS): Electronic Codebook and Public-Use Data for Three Cycles of SASS and TFS* (NCES 98–312)

Questionnaires

- *SASS and PSS Questionnaires 1993–94* (NCES 94–674) http://nces.ed.gov/surveys/SASS
- *SASS and PSS Questionnaires 1999–2000* (NCES 2000–310) http://nces.ed.gov/surveys/SASS

A list of conference papers and working papers, on technical and methodological topics, is available on our Web site at **http://nces.ed.gov/surveys/SASS**

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